

# REDUCING INTIMATE PARTNER VIOLENCE AND INCREASING CONDOM USAGE IN THE HIV/STI RESPONSE

A Facilitators' Guide for Training Intimate Partners  
of Female Sex Workers



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*This training module is a compilation of sessions from various relevant training manuals, all of which have been referenced in the corresponding sessions. Many of the group session modules were developed as part of the earlier Samvedana project supported by UN Women.*

Special thanks to our partner community based organisation, **Chaitanya AIDS Tadegattuwa Mahila Sangha.**

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# ACRONYMS

AIDS	Acquired Immuno-Deficiency Syndrome
FSW	Female Sex Worker
GBV	Gender Based Violence
HIV	Human Immunodeficiency Virus
HRG	High Risk Group
IP	Intimate Partner
KHPT	Karnataka Health Promotion Trust
PLHIV	People Living with HIV/AIDS
RTI	Reproductive Tract Infection
STI	Sexually Transmitted Infection



# INTRODUCTION

## Background

In response to the HIV epidemic, targeted interventions were initiated which focused on changing individual behaviour and encouraging sex workers to use condoms correctly, continuously and consistently with their clients. However it was observed in subsequent studies that though there was an increase in condom usage among sex workers during their sexual interactions with clients, the usage was less consistent when they were with their intimate partners (termed *lovers* in some contexts or *Hiriya* or *Malak* in the context of Karnataka). It was also observed that where condom use has been less consistent, experience of violence has been high.

There are also research studies that have shown a significant link between non condom use, HIV and gender-based violence. Sex workers' ability to negotiate condom use with intimate partners is severely compromised by several factors that include their emotional and sometimes financial dependence on the partners, inequitable power relationships between them, violence in their intimate relationships, social norms defining their acceptable behaviour and expectations around fidelity, thus making them vulnerable to HIV. Studies have also shown that sex workers who experienced violence visited clinics less often, had lower condom use and experienced more condom breakage enhancing their risk to HIV. <sup>1</sup>

The role of the male partners in determining the sex workers' sexual behaviour is very significant. The male partners' ideas of masculinity, sanctions given by society and the lack of accountability and responsibility in a sexual relationship increases the risk and vulnerability of their female partners, female sex workers as well as the general population of women, particularly regular female partners. <sup>2</sup>

However there was a lack of understanding of the nature and dynamics of sex workers' relationships with their intimate partners that made it difficult to design appropriate strategies to address the issues of non-usage of condoms and violence, which increases the FSWs' risk and vulnerability. Karnataka Health Promotion Trust tried to address this gap by conducting a series of participatory workshops with sex workers and their intimate partners to explore how they understand and interpret their relationships, the reasons for not using condoms in these relationships and the role of violence and its consequences.

<sup>1</sup> Beattie TSH et al. Reduction in violence against female sex workers following a violence intervention programme in Karnataka state, South India: serial cross – sectional assessments, BMC Public Health, 2010

<sup>2</sup> Lowndes CM, Alary M, Gnintoungbé CA, Bédard E, Mukenge L, Geraldo N, Jossou P, Lafia E, Bernier F, Baganizi E, Joly J, Frost E, Anagonou S, Management of sexually transmitted diseases and HIV prevention in men at high risk: targeting clients and non-paying sexual partners of female sex workers in Benin. AIDS 2000 Nov 10;14(16):2523-34.

The study was conducted in Bagalkot district in north Karnataka, in partnership with Chaitanya AIDS Tadegatwa Mahila Sangha in the district.<sup>3</sup> Out of the six *taluks* in Bagalkot district, Mudhol and Jamkhandi *taluks* were selected as sites for this study. Participatory Learning and Action Tools were used to undertake a qualitative assessment and understanding of the intimate relationships of FSWs and their intimate partners. The participants were invited for residential workshops organised separately for sex workers and intimate partners (on different days).

An important learning from this study was that HIV prevention programmes for female sex workers needed to include interventions with their intimate partners to increase condom use and reduce violence. Such interventions must recognize and be based on an understanding of the complex nature of intimate partner relationships.

KHPT decided to build on the learning from the research and to introduce activities that would enable sex workers to overcome the fear of violence and negotiate condom use with their intimate partners. Hence, an intervention was designed to cover 1090 FSWs who were prioritized, based on risk perception, in about 60 villages and towns of Mudhol and Jamkhandi Taluks. At the same time, it was also decided to design appropriate activities for their intimate partners to enable them to understand what constitutes violence and how it impacts a spectrum of people including their children and themselves.

A two-pronged approach was adopted to help them understand the risks they were exposing themselves to. Firstly, they were offered couples and individual counselling. Secondly, group sessions were conceptualised for the FSWs and their intimate partners on different topics such as healthy relationships, gender, gender and power and violence, on a pilot basis.

The group sessions were aimed at creating a common platform for the peer group: members from the same village could come together and assess various life experiences of their own, in relation with condom usage and violence. The concept was to enable them to identify their own solutions and support mechanisms to solve their own issues. Hence this series of workshops was developed.

The consultations with the FSWs and their intimate partners helped in designing appropriate content and methodologies. The consultations also helped in understanding that the workshops with the IPs needed to be based on the premise that the thinking of these men was influenced by their social conditioning and they were under pressure to conform to these standards. It was therefore found essential to offer them an opportunity to analyse their behaviours and to understand the impact of these behaviour patterns on their relationships and lives. It was important to give them the option to change the beliefs that governed their behaviours, and to learn skills that could help them in bringing about positive changes in their attitudes and behaviours.

Ultimately, these consultations enabled looking at the Intimate Partners beyond their identities as IPs and encouraged the designing of activities to involve them in the prevention of violence by changing themselves besides influencing other men.

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<sup>3</sup> Chaitanya AIDS Tadegattwa Mahila Sangha is a sex worker collective registered in 2001, working with 4365 sex workers in Bagalkot district with the objective of improving the lives of the sex workers and building their self-esteem.

# How the training package was developed

A training package titled ‘Stepping Stones’ was used by KHPT extensively and successfully to empower communities to explore a huge range of issues which affect sexual health - gender roles, money, alcohol use, traditional practices, attitudes to sex etc. Therefore it was decided to adopt the same participatory approach which included learning through shared discussions, analysing experiences, considering alternative outcomes, and then rehearsing them in safe, supportive peer groups.

Similar to the ‘Stepping Stones’ training package, this package also comprises theme-based workshops. Several activities were also adapted from the Stepping Stones module. Other training packages that addressed gender inequalities, relationship

issues, domestic violence and violence were studied and adapted as suited the need and profiles of the trainees.

An important module in which the participants, both SWs and their IPs could relate their experiences and learnings from these activities to their own life was added. Feedback from the team members of the project and peers working in similar organisations on similar issues was incorporated. This guide was then prepared with details on the methodology of conducting the activities and facilitating discussion around the key messages. A Training of trainers (ToT) was conducted with counsellors as participants. After the TOT, the counsellors started conducting group sessions for the sex workers and their intimate partners using this guide.



## Objectives

- Enhance critical thinking in selected sex workers and their intimate partners around gender and social norms
- Enhance self-esteem and solidarity among selected sex workers from the operational area of the project and reduce their emotional dependency on their intimate partners.
- Enable selected sex workers to improve risk perception and move from cognition to action
- Bring attitudinal and behavioural changes in the selected sex workers and their Intimate Partners about condom usage and violence in the relationship
- Enable the intimate partners to understand what men can do to prevent violence
- Build skills of creative conflict resolution and assertive communication to help them better their relationships.

## Selection process of the FSWs and IPs for the group sessions

The selection of the FSWs and their intimate partners was done very carefully. The facilitators-counsellors met the FSWs individually in all the villages in the operational area, along with the peers or community organisers of Chaitanya Mahila Sangh, Mudhol and discussed various issues including relationship issues, violence and use of condoms with their intimate partners. Based on these discussions, FSWs who met the following criteria were selected for group sessions.

- FSWs who had experience of physical violence from their IP
- FSWs who had more than one IP
- FSWs who frequently changed their IPs
- FSWs who did not use condom with the IPs
- FSWs who were living with HIV

After selection, informed consent was sought from the FSWs and a preparatory meeting was conducted with those who were willing to participate in the group sessions; to share the significance of the group sessions with them. During this meeting they were given complete information on the group sessions, which included objectives, content, duration and frequency of workshops. They were also asked to arrange for a personal meeting of their IPs with the facilitators-counsellors. The counsellors used these meetings to share relevant information with them and to convince them to participate in the group sessions.

# OVERVIEW

Ideally the group sessions should be conducted as 2 to 3 hour sessions for each workshop but as an option they can also be three one-day workshops to complete all the sessions in that time frame. This can be decided in consultation with the participants as per their convenience. The module is built on the premise that the IPs have agreed to undergo the group sessions and to closely examine their relationships.

This guide is written to help the facilitators-counsellors not only to conduct the activities but also make efforts to influence the IPs to make positive changes in their beliefs, attitudes and behaviours and join in the movement to end violence (with special reference to gender-based violence) in their respective villages in an effective manner.

It further aims to give the facilitators-counsellors theoretical information that is required to conduct the sessions. Different activities and exercises are built into the module to help facilitators engage participants in the process of change.

## HOW TO USE THE GUIDE

This guide is intended for facilitators and trainers. The stress is on using participatory methodologies, such as group discussions, role play, exercises and games.

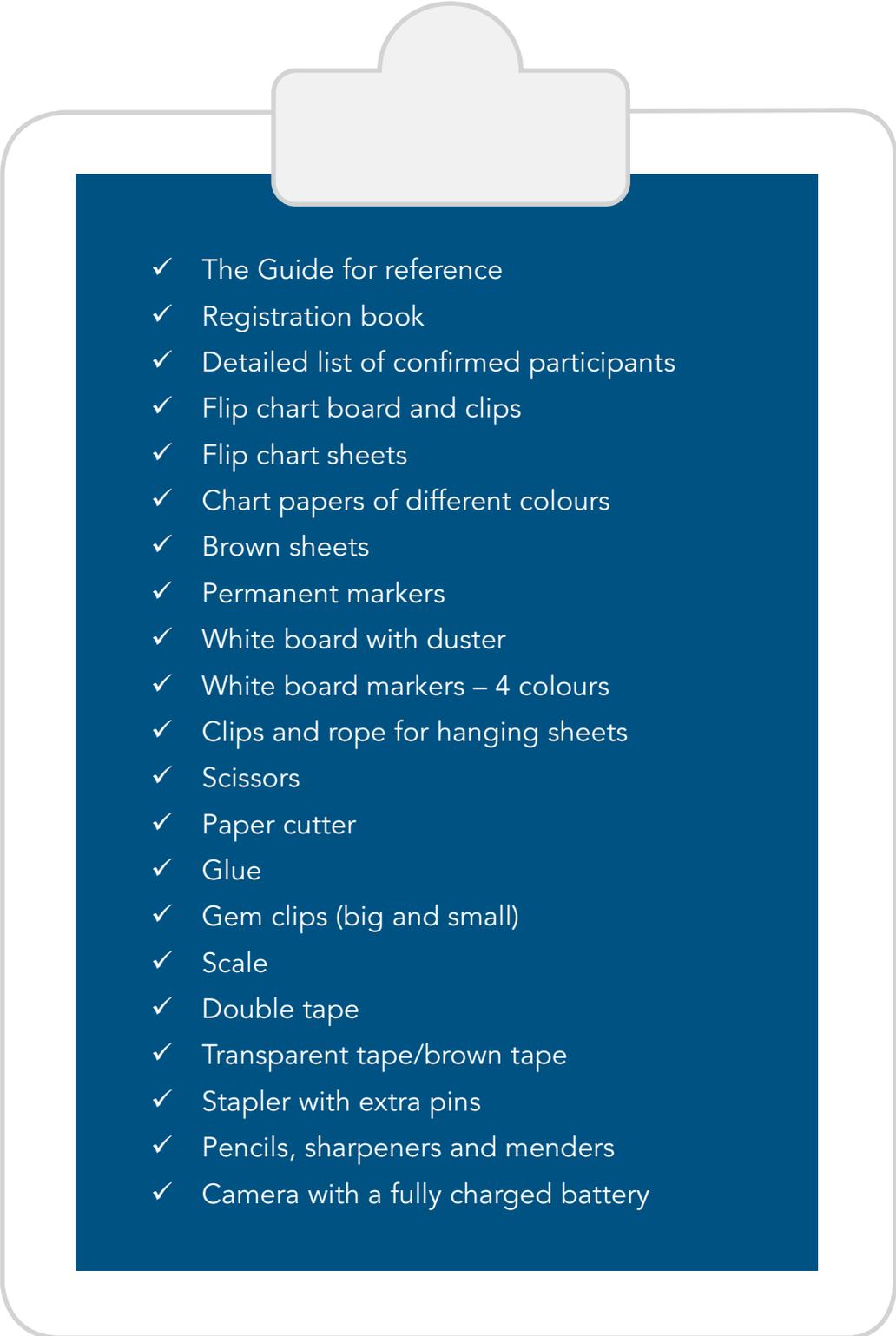
The module is divided into sessions and provides guidelines for conducting each session. For building a systematic and clear understanding, the guidelines are organized into sub-heads that include:

- Topics
- Duration
- Session objectives
- Suggested time frame/ duration for each topic
- Step-by-step process for conducting the session topic

This guide helps facilitators gain clarity on the overall rationale behind the inclusion of the sessions in the module, their objectives and key content. It also helps the facilitators gain conceptual clarity and get all the relevant information with the aid of background material.

A separate section offers valuable tips to the facilitators in preparing for group sessions, possible bottlenecks and ways to identify appropriate solutions. The guide suggests duration and methodology for each session and step-by-step guidelines for conducting different processes during the sessions.

# CHECKLIST OF TRAINING MATERIAL

- 
- ✓ The Guide for reference
  - ✓ Registration book
  - ✓ Detailed list of confirmed participants
  - ✓ Flip chart board and clips
  - ✓ Flip chart sheets
  - ✓ Chart papers of different colours
  - ✓ Brown sheets
  - ✓ Permanent markers
  - ✓ White board with duster
  - ✓ White board markers – 4 colours
  - ✓ Clips and rope for hanging sheets
  - ✓ Scissors
  - ✓ Paper cutter
  - ✓ Glue
  - ✓ Gem clips (big and small)
  - ✓ Scale
  - ✓ Double tape
  - ✓ Transparent tape/brown tape
  - ✓ Stapler with extra pins
  - ✓ Pencils, sharpeners and menders
  - ✓ Camera with a fully charged battery

# A WORD TO THE FACILITATORS

This is developed as a guide for you. Please study it carefully and clarify any doubts you may have about the content at the earliest. Prior to the actual workshop revise the content and flow. Keep a checklist of all important messages that you should convey through the particular workshop.

Remember that this workshop series aims at changing the beliefs, attitudes and value systems and thereby the behaviour of the participants, which is in itself a big task. It is more daunting than just passing on information or creating awareness about an issue. It demands constant and on-going effort on everyone's part. You have an important role to play in this, in addition to facilitating the workshops. Participants will look at you as a role model and the way you behave or talk also passes on non-verbal messages to them. Hence, believe in what you do and if you have any doubts please consult your seniors.

It is important for you to understand that in this workshop you are going to work with the perpetrators of violence but the aim is not to put the blame for violence on them. The objective is to work with them as partners in the project and involve them as men who are convinced that they should join in the group endeavour to end violence.

The module aims to help the IP (perpetrator) to accept that he is violent and abusive and to reduce his denial of responsibility. It aims to help him work through and out of feelings of guilt and

shame. It works towards enabling him to accept that there is a negative impact / consequence on the family especially children and motivating him to stop being abusive and violent. It attempts to work with the IP to enable him to acknowledge and express vulnerability and to take support from the available support systems.

These men also could be persons who have never been a part of any training especially of this kind and hence are likely to get bored, disoriented and would need to be able to learn at their own pace. It is possible that they would have ego issues and could resist learning from each other. But similar packages such as 'Stepping Stones', have shown that it is possible for such men to share their experiences and learn from others in the group. Please be aware of these limitations in the group and also the strength of the peer learning approach. You would have to be patient and ready to build a friendly atmosphere during the sessions that would help the participants learn.

It is very important for you to:

- Prepare yourself completely. If you have planned to conduct the workshop with a co-facilitator, distribute the work properly and be clear about who is doing what. Check all training material and equipment beforehand. Try to start the group session at the stipulated time.
- Establish personal rapport with each one of your participants and nurture relationships even outside the workshop
- Give greater importance to inculcate

learning in the participants, not merely completing activities. Debrief every activity and ensure that recall is centered on the learning and not just the activity.

- Start workshops with a recap of the previous one and ask participants to share if they could apply their learnings in real life, if they faced any challenges and what strategies they used.
- After each activity/ exercise relate it with real life experiences and ask them if they have any similar / different experiences.
- Don't push them if they do not want to share any experience from their life. In such circumstances if you could start with sharing your experience/s, it might help.
- Read the body language of your participants during and after the workshop and identify if there are any areas of concern
- Offer them support even outside the workshop in case they need to take any major step but do not overstep your brief. Create support systems within the group or consult your seniors on a priority basis if you feel any areas of concern.
- Keep your eyes open to the changes that may happen within and outside the group and keep your seniors informed.
- Do not impose any ideas of your own on your group. They need to understand the ideas themselves. You can describe situations / stories / examples and ask them to analyze the same. You can ask probing questions to help them look at the situation from different perspectives.
- Do not offer blanket solutions to any problem they share but generate discussions among the group and encourage the group members to think for themselves rather than offering readymade solutions.
- Do not to pass any message, even unintentionally, that would convey to them that they are to blame for the

violence and tense relationships with their lovers.

- At the end of each workshop reiterate key messages and ask if they would need any support.
- At the end of each workshop remind them of the date, time and venue of the next workshop and say that you look forward to meeting them then.

*Remember you are one of the most important links in the process of change.*

*Best of luck.*

#### **Key messages for IPs through these group sessions**

- Violence at home impacts everyone including the individual and the children
- Intimate relationships also need to be safe (in the context of condom usage) and hence protection is needed even in intimate relationships
- Loving / Trusting relationships are free of violence
- Every individual has the right to have a loving relationship with his/ her lover which is free from violence and fear of violence
- If an individual has been a perpetrator of violence in the past it does not mean he/ she always has to be one. The individual can be a role model and be the agent of change
- No one needs to be pressurized to conform to gender stereotypes. They are socially constructed and can be changed.



# MODULE AT A GLANCE

## Setting the Ground

- Welcome
- Introduction of Facilitators
- Objectives of the Workshops and Structure
- Self-introduction of Participants
- Ground Rules

## Workshop A: Trust Building and Communication

### TOPICS

- A 1: The straight line
- A 2: Listening pairs
- A 3: Let us express ourselves

## Workshop B: Loving Ourselves

### TOPICS

- B 1: Fixed positions
- B 2: Ideal images and personal destroyers
- B 3: Building your self-esteem

## Workshop C: Understanding Gender and Gender-based Violence (GBV)

### TOPICS

- C 1: Violence around me
- C 2: What is violence?
- C 3a: Master and servant
- C 3b: Gender
- C 3c: Domestic tasks: We notice them when nobody does them!
- C 4: Vulnerability mapping and self-analysis of power relations
- C 5: Gender and Violence
- C 6: Violence in relationship
- C 7: Consequences of violence against women
- C 8: What men can do to reduce/ prevent violence?

## Workshop D: Changing Ourselves

### TOPICS

- D 1: Do you want to choose not to be violent?
- D 2: Is life without violence possible?
- D 3: How do we want our future?
- D 4: Small actions mean big change

## Workshop E: Reducing our Risks in Intimate Relationship

### TOPICS

- E 1: Body mapping and pleasure
- E 2: Sexual Anxiety: Answer if you can
- E 3: Health, STIs and HIV and AIDS
- E 4: Condom demonstration
- E 5: Consequences of not protecting ourselves
- E 6: Why is condom use low in intimate relationships?
- E 7: How do we protect ourselves?

## Workshop F: How to Change

### TOPICS

- F 1: How to help yourself not to commit violence
- F 2: The 4 Phrases: Conflict Resolution
- F 3: Using words without offending
- F 3a: 'I/Me statement
- F 4: Supporting change: How to prevent others from committing violence
- F 5: Support women who are victims of violence (Optional)
- F 6: From violence to respect in relationships
- F 7: Developing action plan for change

## Closing

# SESSION BRIEFS

## FIRST DAY

Setting the ground

Workshop A: Trust building and communication

Workshop B: Loving ourselves

Workshop C: Reducing our risks in intimate relationship

## Setting the Ground

 **DURATION**  
45 minutes

-  **WORKSHOP OBJECTIVES**
- Create an open and free learning environment and encourage participants to participate actively in the workshops without inhibitions
  - Explain the purpose and structure of the workshop to participants
  - Help participants set ground rules for the training programme and ensure a smooth learning process

 **PROCESS**

### Welcome

- Welcome the participants warmly.
- Tell the participants that this is the beginning of a relationship between them and you through a series of workshops. Assure them that time spent during the series of workshops will be meaningful and useful.

### Introduction of the facilitators

- Introduce yourself and your co-facilitators, if any, in simple terms without making them feel overawed by your experience and background. Tell them that you are not here to teach them anything but for both of you to learn together.

### Objectives

- Help the participants build a more fulfilling and satisfying relationship with their partners.
- Create a space for them to share their experiences with their newly introduced friends in an open atmosphere.

### Structure of the workshop

- Explain that the programme would comprise of a series of six workshops of varied duration, ranging from 1.5 to 5 hours. The first three workshops would be organised on the first day and after a gap of a month, the 4th and 5th workshop would be organised. Again after a gap of a month the last workshop would be organised for a full day.

### Self-introduction of participants: What I like about myself <sup>4</sup>

- Divide participants into pairs and ask them to introduce themselves to their partner sharing their names, occupations and any one thing/ characteristic that they like about themselves and one thing/ characteristic that they like about their partners.
- Then ask each pair to come to the centre and introduce each other to the rest of the group sharing the information that they have gathered in the initial interaction.

### Ground Rules

- Explain that active participation of all the participants in the learning process is important to enhance its richness. Also, explain that mutually agreed upon ground rules can help in deciding acceptable behaviours during the training programme, avoiding group tension and minimizing the possibilities of conflict.
- Invite participants to suggest and agree on certain acceptable behaviours. Ask them to write these in words/ symbols on a chart paper and paste it on the wall. If participants are hesitant introduce a couple of generally accepted ground rules and encourage them to add more. Ask probing questions if required and encourage them to include more ground rules.
- The following ground rules help in enhancing the participation of the group members:
  - Maintain confidentiality of other participants' experiences.
  - Be punctual.
  - Turn off cell phones / keep cell phones on silent mode
  - Respect everyone and let everyone have space to share their experiences
- Be non-judgemental
- One person should talk at a time.
- Listen to what other people say, without interrupting them
- No cross talk/ side talk
- Ask the group if all the members are ready to accept these as ground rules and abide by them throughout the workshop series. On agreement, paste the chart on the wall. Keep this chart intact and remember to paste it on the wall for all the subsequent workshops as well. Refer to the ground rules whenever anybody breaks them and reiterate them.
- Explain that since this series of workshops aims to help participants build a healthy relationship with their partner, each one is expected to share some very important facts of their lives. Explain that it is therefore, important to get a commitment from every one that whatever is discussed or shared will remain confidential and nobody will discuss any personal experience with any outsider including their friends, relatives or family members. Ask everyone if they are ready to commit themselves. Ask them if all can take an oath and commit to maintaining confidentiality.
- Read the oath to them and ask them if they are willing to commit to it. Facilitate so that they say yes.
- Ask everyone to stand up, stretch out their right hands and repeat the words after you.
 

*"I .....(Participant's name) understand and agree with complete sincerity to keep all information and experiences shared in this series of workshops confidential. I will not divulge any information or experience except the learnings to anyone."*
- Congratulate every one for taking this oath and explain that taking this oath has brought all participants closer and now experiences can be shared without any inhibition.

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<sup>4</sup> Alternatively you can choose any other icebreaker from Annexure 1: Icebreakers or from your own collection

# Workshop A: TRUST BUILDING AND COMMUNICATION

This is the first workshop of the training series and hence sets the tone for the whole series. Try to create an open atmosphere in the group. Explain that most of the participants are from similar backgrounds and hence most of them will have similar problems and concerns. Encourage participants to be open in discussing their problems with each other to arrive at common solutions.

The focus of the workshop, as the title suggests is on building trust among the group members and to make them understand the strength of communication – both listening and expressing. At the end of the workshop they should be ready to listen carefully to what others say and express what they feel without fear or embarrassment.





## DURATION

1 hour 30 minutes



## WORKSHOP OBJECTIVES

- Help participants realise the importance of listening skills to good communication.
- Help people understand the importance of communicating our feelings in our interaction with people and how this affects our relationships and lives.
- Help participants experience the value of team support, trust and cooperation.
- Help participants understand the importance of communicating without fear
- Help participants understand the problems faced due to lack of communication
- Build participants' skills in listening and expressing without fear



## TRAINING MATERIALS

Chart paper / card sheets, markers and sketch pens, blind folds, list of statements and pictures for recall

### TOPICS

A 1: The straight line

A 2: Listening pairs

A 3: Let us express ourselves

# A1: The straight line<sup>5</sup>

 **DURATION**  
20 minutes

 **PROCESS**

## **Step 1: Exercise**

- Ask participants to stand in a circle. Invite a volunteer to come forward. Blindfold him with a scarf. Tell him that his task is to reach an agreed/ designated point indicated in front of him. Turn him around several times before he sets off. Instruct the rest of the group to keep completely silent, giving no instructions or guidance or support at all to him. Instruct them that they should not touch him either.
- When the blindfolded person feels that he has reached the agreed/ designated point, ask him to take off the blindfold. Compare how close / far away he is from where he was supposed to reach.
- Ask another volunteer to do the same task. This time instruct all the participants to provide oral guidance and directions and help the volunteer to reach the target. Compare how close / far away he is from where he was supposed to reach.
- Now ask the third volunteer to do the same task but walk along a straight line. This time, ask him to choose another participant as a guide to lead him to the agreed destination. Ask the guide to lead the blindfolded person to the destination giving verbal encouragement by talking to him and also leading by holding his hand. Compare how close / far away he is from where he was supposed to reach.



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<sup>5</sup> Adapted from 'Stepping Stones: A training package on HIV/AIDS, communication and relationship skills'

### ***Step 2: Discussion on their experiences during the exercise***

- After the exercise is over, ask the first volunteer how he felt when nobody offered him any support not even verbally. Ask the other volunteers to share their feelings one by one.
- Ask the volunteer, who had taken the support from others whether he had any difficulty in trusting them. Ask him and others in the group on how they felt when they received support from someone.
- Ask participants whether it can be concluded that the volunteer who received the support from a trusted team member felt much safer than the others. Discuss the importance of trust and mutual support in everyday life. Encourage participants to share their opinions.
- Ask participants if only women require support or do men also need support from others. Get responses from them and facilitate the discussion in such a way that they conclude that notions of masculinity have nothing to do with taking support from people and that it is okay for men to get support to feel safe.

### ***Step 3: Relating experiences of the exercise to real life***

- Encourage participants to share their real life experiences of both types of situations - when they did not get any support from others around them and when they received such support. Ask them to share their feelings in both situations. Since this is the first workshop, there is a possibility that participants will not feel comfortable in sharing their experiences. Hence start with yourself and share your experiences. This sharing will help them shed inhibitions and open up.

### ***Step 4: Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points on a chart paper as they share them and display it on the flip chart board. Ensure that the consolidation includes the following points:
- It is very important to have somebody who is willing to provide support and whom one can trust in life. Explain that through these workshops we are exploring if the peer group can give us this support. Explain that we can feel much safer with the support of the group around us.

## A2: Listening pairs<sup>6</sup>

 **DURATION**  
20 minutes

 **PROCESS**

### **Step 1: Exercise**

- Introduce the idea that during this workshop and in real life one has to listen to a number of people; hence this exercise is specially designed to build our understanding of listening and the skills needed to be a good listener.
- Ask each individual to choose a partner to work with them. After they form their pairs, call one participant from each pair aside. Instruct them that they are to be listeners. When the speaker describes a happy event in his life, the listener should give positive responses that encourage the speaker. The listener must ask questions so that the partner is encouraged to give more details. Tell the listeners that at some point you will give a signal to them such as by dropping a pencil or combing your hair. After the signal, they should stop listening with interest. Instead, they could yawn, look elsewhere, turn round, whistle, do whatever they want but no longer listen.
- Now re-do the activity using the same partners but with reversed roles. The participants would again be instructed to behave as per instructions. After five minutes stop the exercise.

### **Step 2: Discussion on their experiences during the exercise**

- Ask participants who were narrating the events from their lives to share their

feelings when the listeners were willing and interested in listening to their stories and then their feelings when their partners lacked interest and were not listening to their stories.

- Then ask the other group of participants to describe and compare how they felt as good and bad listeners.
- Ask the participants to describe some characteristics of good listener and then some characteristics of a bad listener based on their experience (of the exercise and life). Add your inputs if required. These could include the following:

#### **Characteristics of a good listener:**

- Concentrates / pays attention.
- Is open to the ideas presented.
- Looks at the speaker and holds eye contact
- Has positive body language.
- Responds to the speakers' tone and inflections by nodding or giving positive signals such as a smile
- Does not finish the other person's sentences or interrupt him
- Does not change the subject
- Asks good questions to prompt further discussion
- Appreciates all parts of what is being said.

#### **Characteristics of a poor listener:**

- A wandering mind / gaze.
- Shows no enthusiasm.
- Argues the point.
- Is easily distracted
- Does other things while one is speaking
- Interrupts the speaker and starts telling their own stories or changes the subject

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<sup>6</sup> Adapted from 'Stepping Stones: A training package on HIV/AIDS, communication and relationship skills'

- Hurries the speaker
- Exhibits negative body language
- Sees criticism or blame in the speaker's language

### ***Step 3: Relating experiences of the exercise to real life***

- Ask participants to share similar experiences from their real lives. Ask them to share their feelings during situations where they were trying to share their feelings with someone who was neither listening with interest nor reciprocating their feelings.
- Ask them what they feel when their partner/ lover does not listen to issues that concern them.
- Ask them what the children must be feeling when their parents do not listen to their problems.
- Discuss what their spouse/ partner/ lover must be feeling when they do not listen to what she wants to share.
- Discuss the impact on the speaker and listener and how it affects their relationship/ life.

### ***Step 4: Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
- It is very important to listen to what others especially the spouse /partner / lover /children are trying to say and to make sincere efforts to understand them clearly. If one does not listen to people, there is a possibility that one might not be able to help people who are facing problems and trying to seek one's help. On the other hand there is also the

possibility that one might lose important opportunities by not listening to people. Listening carefully –especially when your spouse/ partner/ lover/ child shares a difficult moment of her/ his life, gives the message that `you` care for her/him and that you respect her/his feelings. The knowledge that your partner cares for you is one of the essential ingredients of a positive relationship between two individuals.



## A3: Let us express ourselves<sup>7</sup>

 **DURATION**  
50 minutes

 **PROCESS**

- Ask participants if expressing their feelings or sharing them with others is as important as listening to another's feelings. Ask them if men also have lots of problems such as work pressures, family stresses, relationship turmoil and health crises etc. Their answer would obviously be a "yes". Then ask them if they have shared their feelings either of happiness or pain with others.
- Explain that this will be a small exercise to see what happens when we share and when we do not share our feelings with others.

### ***Step 1: Exercise***

- Ask participants to either form new pairs or work in the same pairs which were formed during the previous exercise. Tell each one to think of a situation where they were able to handle a difficult situation, either personal or professional, because they communicated with another person and discussed their issues with an open mind. Give pairs a few minutes to reflect on this and then share their experience with each other.

### ***Step 2: Discussion on their experiences during the exercise***

- Call everyone back into the big circle. Ask each one how they felt about being able to handle a difficult situation only because of communicating effectively.

### ***Step 3: Relating experiences of the exercise to real life***

- Now ask the group to reflect on situations where they have had problems in communicating their feelings. Encourage participants to share the types of problems that are difficult to communicate / they feel sensitive to share.
- Ask participants if a lack of communication of their problems affects their relationships and their lives. If yes, in what way? Encourage some of them to share their experiences. Probe about situations such as not having enough money to fulfil their partner's demands, reasons for not using condoms with their partner etc. Probe if they become violent due to not being able to express their feelings.
- Ask them to share the possible reasons for not expressing their mind. Is it the fear of being ridiculed for not being manly enough, the fear of showing their weakness to others or is it the fear of breaking the relationship?
- Probe if any one of them has tried to express their feelings and experienced negativity or was it just an imaginary fear?
- If participants are willing, discuss steps that could be taken to change these situations so that their relationships and life in general become better. Write down these suggestions.

### ***Step 4: Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart

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<sup>7</sup> Adapted from 'Stepping Stones: A training package on HIV/AIDS, communication and relationship skills'

board. Ensure that the consolidation includes the following points:

- It is important to express what we feel to others so that people become aware of how their actions affect us and what we feel about it. Many times people behave in a particular way because they are not aware of what others feel. It is important to make communication a key strength.

***Pictures for recall:***

1. We have our group to offer us trust and support
2. We need to listen carefully and to make efforts to understand what other people have to say



# Workshop B: LOVING OURSELVES

This workshop, the second in the series focuses on understanding the concept of 'gender'. It tries to build an understanding in the participants that women in general and sex workers in particular are not inferior to men but it is social conditioning that makes people believe that.



 **DURATION**

3 hours

 **WORKSHOP OBJECTIVES**

- Encourage participants to realise that their perspectives on things are based on their own experiences.
- Encourage participants to be less judgmental about the actions of others.
- Explore people's perceptions of the ideal man, the ideal woman and how these ideal images vary from reality.
- Assist participants in gaining clarity about 'gender' being a social construct
- Understand how we should build our self-worth and esteem.

 **TRAINING MATERIALS**

Chart papers / card sheets, markers and sketch pens, small chits of papers for magic store.

**STARTING THE WORKSHOP**

- Welcome all the participants.
- Ask them to share their feedback on the first session. Ask them to share what they learnt through that session and if they would be able to put those learnings into practice. Ask them how they would bring things into practice.
- Tell them that from trust building and communication we are moving to loving ourselves. Tell them that they would enjoy this workshop in the same way as they enjoyed the first one and also learn a lot.

**TOPICS**

B 1: Fixed positions

B 2: Ideal images and personal destroyers

B 3: Building your self-esteem

# B1: Fixed positions<sup>8</sup>

 **DURATION**  
20 minutes

## ***Step 1: Exercise***

- Ask five volunteers to come forward. Ask one of them to stand in the centre and others to stand around the volunteer – in front, at the back, to the left and to the right of the volunteer, facing the volunteer in the middle.
- Ask the volunteers, in turns, to describe what they see of the volunteer standing in the centre from their respective positions.
- Finally, ask one participant to walk round the whole circle, looking at the person in the middle and perceive him from all angles. Ask the walker to give a running commentary on what he is seeing and how his vision of the person in the middle changes.
- Now ask the person standing in the centre to share what he felt when others were looking at him and sharing their opinions about him.

## ***Step 2: Discussion on their experiences during the exercise***

- Discuss the reasons behind all the participants describing only one side of the person standing in the centre. Conclude that their description was based on their own perceptions of the person from their fixed positions.
- Explain that many times we tend to strongly believe what we see, and judge people based on it. But it is possible that what we see may not be the whole truth.

It is possible that when we look at things we think in terms of what is important to us, what it means to us, and we filter the experience through our own values, beliefs and ideas about life. But in doing this there is a possibility that we ignore / overlook many things despite their presence. Hence what we see could be only a part of the truth and not the whole truth. Also, we are not able to see what other people see as we are unaware of what is important to them. Explain that it is often hard for us to remember that there are more views than our own about a situation/ person, valid or otherwise, and hence we are often quick to judge others without trying to understand more about them first.

- Add that there are many occasions when we let others perceptions influence our perceptions. We form opinions about what we should or should not do without making efforts to understand situations ourselves.

## ***Step 3: Relating experiences of the exercise to real life***

- Ask participants to share their own experiences when they have formed hasty judgments about persons/ situations. Ask them whether these hasty judgments have affected their relationships or lives.
- Facilitate a discussion around the following points:
  - Do people criticize the FSWs as they do not know them as persons?
  - Do FSWs suffer and tolerate injustice because they are aware that people think that they are bad and immoral?
  - Do the FSWs' have very low expectations as they feel that they do not deserve good things in life because

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<sup>8</sup> Adapted from 'Stepping Stones: A training package on HIV/AIDS, communication and relationship skills'

they are influenced by what others think of them?

- Do the participants, as partners of the FSWs, feel that they are also driven by people's opinions about the FSWs and treat their partners without respect?

**Step 4: Consolidation of learnings from the exercise**

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - Our perspectives on things or people are based on our own experiences and we are often quick to judge others without trying to understand more about them. We should not judge people or their actions without knowing them completely.



## B2: Ideal images and personal destroyers<sup>9</sup>

 **DURATION**  
40 minutes

- Link this exercise with the previous exercise and reiterate that many times society also has fixed positions about how certain people should behave and function. Thus people are expected to behave and function according to these societal beliefs. Society has certain ideal images about men and women and expects everyone to adhere to them. Explain that we would explore these ideal images during this session.

### ***Step 1: Exercise***

- Divide participants into small groups. Ask them to discuss the ideal image of women and men (with particular focus on men and women of their own age and background) in their own society i.e. what they are expected to say and do or what they are expected not to say and not to do. They can draw images if they prefer to do so.
- Give them around 10 minutes for discussion. Call them back to the session and ask them to share the gist of their discussion with the participants.
- Ask them to sit in the same groups and discuss how easy / difficult they find it actually to live up to these expectations of ideal men. Ask them to share whether there is a difference in how they behave in reality, i.e., different from these expectations.

- Ask participants if these ideal images affect them and if their answer is yes; ask them in what way.
- Ask them to share the gist of their discussion in the forum

### ***Step 2: Discussion on their experiences during the exercise***

- Facilitate a discussion on the fact that it is difficult for them to adhere to these expectations. Ask them if being a lover demands that they be different, and if it is possible for them to match up to expectations. Ask them if they understand that it might be even more difficult for FSWs to live up to the expectations of society.

### ***Step 3: Relating experiences of the exercise to real life***

- Ask participants to share their experiences, where the pressure to live up to ideal images has affected them. If they are not coming forward, you can share one of your experiences. This will help them in letting go of their inhibitions.
- Explain that the idea of this exercise is to help participants appreciate that every one of us has ideal images of how we are supposed to behave and that there is always a gap between the ideal image and reality. We all find our ideal images hard to live up to at times. It can often be reassuring to realise this and to appreciate that we will feel this at times.
- Explain that sometimes ideal images can actually be personal destroyers. For instance, people believe that they should get their daughters married off as soon after they reach puberty. This belief results in discontinuance of their daughters' education. Similarly, the belief that real men drink five packets of toddy a night can result in a man drinking far more than he feels necessary or adequate. The ideal image that women should

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<sup>9</sup> Adapted from 'Stepping Stones: A training package on HIV/AIDS, communication and relationship skills'

suffer quietly makes women abstain from seeking health services. Similarly the image that men have to always be brave makes men reject health care.

- Encourage participants to think about this and to make their own comments about the way some of the examples they have mentioned can be personal destroyers for them.
  - Show the schematic presentation and use it to show that
1. Society's "ideal images" (for example, good women should sacrifice for their partners) influence us. Similarly, the ideal image of a man is that of a provider and a successful person. He is supposed to be always in control of everything. He therefore is not able to/ allowed to cry or express his emotions. He is under pressure as he is not allowed to express softer emotions through tears or words, which results in the man resorting to violent means to express feelings such as a fear of failure.
  2. Influenced by society, we create our own ideal images (for example, we should put our partners interest before ours)

3. We try to live up to society's expectation of us (external pressure) and our own expectation of ourselves (internal pressure). So, if we want something for ourselves at the cost of the partner or children, we feel guilty.

- Explain that these ideal images make one feel frustrated, depressed, overburdened, guilty and insecure. They kill creativity and lower self-esteem. It is important to recognise how difficult and limiting society's labels are, creating impossible standards for us to live up to.

#### **Step 4: Consolidation of learnings from the exercise**

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - We all have ideal images of how we are supposed to behave and that there is always a gap between our images and reality. We all find our images hard to live up to at times. Sometimes ideal images can actually be personal destroyers. Hence it is important to think beyond these ideal images and understand what is appropriate in the current context. It is also important to think before taking any stand / decision about how these ideal images influence our lives and our relationships with our spouse/ lover/ partner.



## B3: Building your self-esteem

### DURATION 40 minutes

- Link this exercise with the previous session and ask the participants if they feel that there are any characteristics / qualities in themselves which are a burden to them and that they want to get rid of. Enable them to see the ill-effects of self-stigma and agree that they should somehow get rid of them.
- Now introduce them to the activity called Magic Store.<sup>10</sup>
- Tell them that there is a magic store where they can buy the qualities they want to have. But they will get only two qualities hence they need to choose the ones they most desire. Tell them that in this Magic Store, they do not need to pay. Instead, in order to get that quality, they must give up one quality about themselves which they do not like.
- Give examples only if required. Tell them that if they want 'courage', they can go to that shop and get it in exchange for their 'short-temper'.
- On small chits write the qualities they want to buy and give them to the participants requesting them. Similarly write the qualities they want to sell on the chits and take those from them.
- After the exercise is over see which qualities they have sold and share those details with them. Also find out which qualities most of them had bought.
- Facilitate a discussion over why they gave up the qualities they sold and why they

bought the qualities which they felt they needed. Consolidate the learning.

- Explain that in reality there is no such Magic Store but it has shown us that we want to give up certain qualities which we do not want in ourselves and need to make efforts to build the ones which we want. This could enhance our self-esteem.

### Self-appreciation

- Now ask them to stand in a circle. Ask everyone to share any big or small ability / achievement they have. After each one has shared their achievements ask them questions such as
  - How many of them are sole breadwinners in the family?
  - How many of them have taken the responsibility of education/ marriage of their children/ siblings?
  - How many of them have earned property for their family?
  - How many of them have given emotional support to their family members?
- After each question is answered congratulate the members who raise their hands for their achievements and ask other participants to clap, congratulating them.
- Now ask them to stretch their right hand, bend it and pat their own backs for all their achievements. Ask them how they felt when someone appreciated their abilities, strengths and achievements. Tell them that this is how we can overcome the experiences that discriminate us or belittle us. We can enhance our self-esteem in this way. This can give us the strength to fight our problems especially that of violence which is a result of feeling powerless and guilty.

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<sup>10</sup> Adapted from Bhogle, S., John, R., Bohidar, N., Schroeder, J., Mehrotra, S., Sharma, P.V., & Raja, T. Capacity Building Toolkit for Enhancing Self-Esteem: For Female Sex Workers. CARE, New Delhi, 2009

- Now repeat the exercise but by appreciating someone else from the group for any good quality they have.
- Ask them how they feel about appreciating others and getting appreciation from others.
- Consolidate the learning that this can help them to release tension, feel part of a group and have a sense of belonging.

***Pictures for recall:***

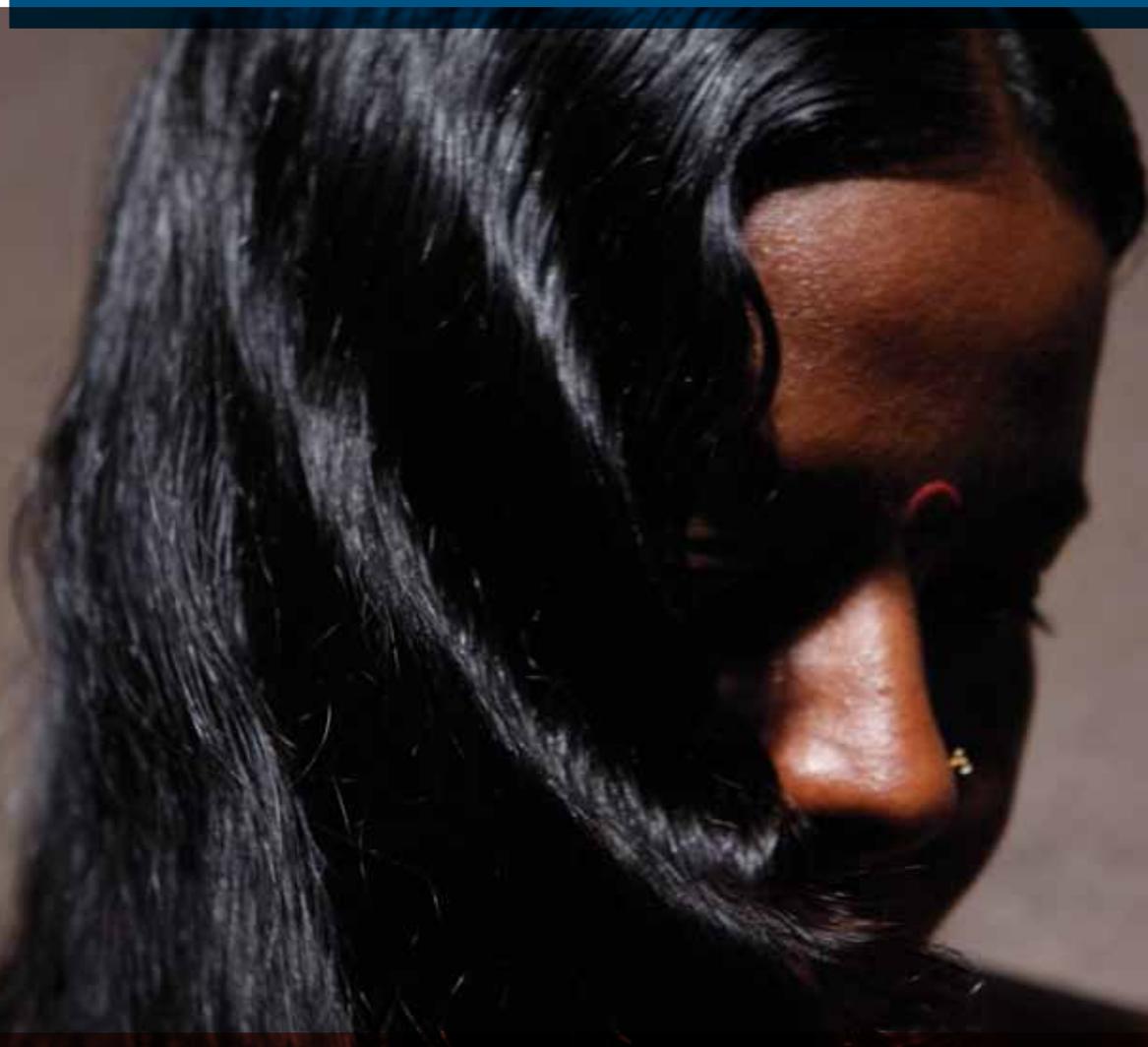
- One should not judge anyone or their actions
- One should not let ideal images spoil our lives
- One should not let gender discrimination affects one's opinion about oneself..
- One should deal with internalized stigma and build self-worth and esteem.



## Workshop C: UNDERSTANDING VIOLENCE, GENDER AND GENDER-BASED VIOLENCE

Explain that we value our relationships especially those which give us pleasure, happiness and love. But we are also aware that certain relationships sometimes are damaged by frustrations, tensions and misunderstanding. More importantly, they are frequently influenced by their upbringing and social conditioning. One of the most obvious factors that destroy relationships is violence. We are therefore, trying to understand 'Violence', its causes and the ways to address these causes and reducing / eliminating violence.

Reassure the participants that whatever they share during the session would not be shared with anyone. Reiterate that this workshop is conducted with a belief that every one of them wants to be happy and enjoy their lives fully and this is an effort to help them do exactly that.





## DURATION

3 hours 40 minutes



## WORKSHOP OBJECTIVES

- Help participants understand the meaning and types of violence
- Help participants understand the concept of gender and its relationship with violence
- Make the participants aware of the consequences of violence against women
- Involve participants in identifying what men can do to reduce violence



## TRAINING MATERIALS

Chart papers and markers

### TOPICS

C 1: Violence around me

C 2: What is violence?

C 3.a: Master and servant

C 3.b: Gender

C 3.c: Domestic tasks: We notice them when nobody does them!

C 4: Vulnerability mapping and self-analysis of power relations

C 5: Gender and Violence

C 6: Violence in relationships

C 7: Consequences of violence against women

C 8: What men can do to reduce/prevent violence

# C1: Violence around me

 **DURATION**  
30 minutes

- Divide participants into small groups of 4 - 5 participants. Ask them to share their field experiences based on their field work with reference to the images and acts of violence they had seen around them. Give them about 10 minutes to share and then call them to the meeting.
- Facilitate a discussion around the following:
  - What are the most common types of violence that we see around us?
  - What are the places that we see the most violence?
  - Generally, who are the violent persons? Are they men or women? Are they young or adult?
  - Generally, who are the victims? Are they men or women? Are they young or adult?
  - How does violence affect us?
  - How do we feel while watching violence, whether in real life or in the media?
  - What are the images of violence in the media? How do they affect us?
  - Refer to instances from personal life mentioned earlier and discuss whether the participants were helpless witnesses, perpetrators, victims or preventers of violence. This will bring the discussion to a 'feeling level' and make participants think on the personal level rather than in general or abstract terms



## C2: What is violence?

 **DURATION**  
40 minutes

 **PROCESS**

### Step 1: Exercise

- Divide the group into four groups. Give them a pictorial story / situation card each. Allot five minutes to them to discuss the situation described in the stories and enact a role-play based on it.
- After each role-play facilitate a discussion around the following questions but not limited to
  - Are these situations realistic?
    - Every situation/scene has two-three persons. Is there anyone trying to control the other person during the role play. Who is that?
    - What form of control was he/she using?
    - Is it violence? If yes, why? If not, why?
    - Why is the person using violence against the partner?
- After all the presentations are over, define violence in consultation with the participants as 'any act of verbal or physical force, coercion, or life-threatening deprivation, directed at an individual/s that causes physical or psychological harm, humiliation, or arbitrary deprivation of liberty etc.
- Ask them to work in the same groups and discuss the following
  - Who are the people who inflict violence on others?
  - Why do people inflict violence?
  - Is violence a crime?
  - Are there different types of violence?
  - Who are the people who are affected by acts of violence?
- Ask the groups to come back to the meeting and share the gist of their discussion. Facilitate a discussion asking probing questions. Facilitate to conclude:
  - Not only strangers but even family members including father, brother, mother and husband/ partner inflict violence.
  - There are lots of obvious reasons for inflicting violence on another person but the root cause behind it is always **to control the other person or to have power over them.**
- Different forms of violence are
  - **Physical:** Physical violence is any act that harms the body. Physical violence includes: beating, hitting, slapping, kicking, assault with a weapon, shoving, punching, choking, or killing. Physical violence is the most obvious, but many women feel that they need to hide their injuries because of shame or fear of judgment from others.
  - **Emotional:** Emotional violence is any act that involves psychological or verbal abuse and/or controlling behavior. Emotional violence includes: shouting, infidelity, humiliation, insults, threats, intimidation, isolation, controlling behaviour. Emotional violence can be just as hurtful as other forms of violence. Individuals experiencing physical, sexual, or economic violence also experience emotional violence.
  - **Economic:** Economic violence is any act that harms an individual's financial well-being or that uses money to control another. Economic violence includes: withholding money or food as punishment, preventing an individual from earning an income, taking away money or goods that belong to another or that the other

individual has earned, refusing participation in financial decision-making, abandonment. Women are often dependent on their husbands, fathers, or brothers for their basic needs. This dependence often traps women in violent relationships.

- **Sexual:** Sexual violence is any act that limits a person's control over their body, their sexuality, or their reproductive health. Sexual violence includes:
  - **Forced sex** - being physically forced into having sex by a partner, acquaintance, or stranger; also called 'rape'.
  - **Coerced sex** - being pressured into having sex—emotionally, socially, or economically, for example, being pressured to have sex without protection or with the knowledge or fear of exposure to HIV
  - **Sexual assault** - unwanted sexual contact or attention
  - **Transactional sex** - being pressured into having sex outside an intimate relationship in exchange for money or material assistance
- **Invisible Violence:** Parental or adult behaviour that is violent but 'invisible' because people would not ordinarily perceive the behaviour as damaging is known as invisible violence.

### *Situation cards*

1. Background of a train interior. A girl is standing, she is frightened. Two goons are standing very close to her, one on either side and touching her. They are enjoying the fact/ idea that she is afraid.
2. Inside the bedroom. A woman is lying on the bed, her husband has pinned her down. The expressions of the couple show that it is an act of coercion not of mutual consent.
3. Inside the kitchen. The wife is cooking in the kitchen. The husband is hurling his plate at her in disgust.
4. A woman is asking for money from her husband. He is throwing some coins at her.
5. A man is beating a woman very badly.
6. A man is kicking his pregnant wife.
7. A man is compelling his partner / wife to have sex with his friends.
8. A man is abusing his partner / wife using hurtful words and foul language; and the wife is crying
9. A small girl is refusing to go to school with an adult but her mother is unwilling to listen to her.

*Take a break...Conduct an energiser...*

## C3.a: Master and servant<sup>11</sup>

 **DURATION**  
20 minutes

### **Step 1: Exercise**

- Divide the group into pairs. Ask participants to work in pairs. Ask one of them to assume the role of the master and the other, the role of the servant. Tell them that the servant must do everything that the master tells him/her to do, without asking any questions.
- Ask them to start the game. After three minutes, stop them and tell them to swap their roles (the master becomes the servant and the servant becomes the master) and continue the game. Tell them to stop after three minutes.

### **Step 2: Discussion on their experiences during the exercise**

- After the game is over facilitate a discussion around the following questions:
- Did you like being a master and giving orders? Why? What were your feelings?
- Did anyone of you give up your power and let the servant do things his way? Why is it that people in the master role rarely treat their servants as their equal? Did anyone abuse their power? What was attractive about power?
- Did you like being a servant and receiving orders? Why? What were your feelings?
- Did anyone refuse any command? Why / why not?
- Did anyone try to express their own view-point which may have been

different from that of the master?

- Discuss if it is assumed that the servant cannot think, feel, make decisions or do anything unless permitted by the master.

### **Step 3: Relating experiences of the exercise to real life**

- In our daily life have we seen relationships similar to the master-servant relationship where one person commands the other, and the other has to obey without expressing their opinion? Which are those? (Husband and wife, IP and FSW, employer and employee, parents and child, teacher and child etc.)
- Based on the game and discussion, explain that ill-treatment is a result of the power differences that exist in society. This power difference is created by difference in caste, social standing, money, identity and gender –these are sources of power
- Explain that one person becomes the oppressed in one situation but he also becomes the oppressor in another situation. Give an example of a dalit agricultural labourer who is oppressed by his employer but he may become the oppressor in his relationship with his wife.
- Facilitate a discussion around the following points:
  - Is there a power difference between a man and a woman who are husband and wife or partner and lover?
  - If yes, does it exist because of the notion of masculinity and femininity?
  - Does this difference affect relationships between the two genders?
  - Ask them is there any link between this exercise and your relationships with other people? In what other areas of life do you feel either powerful/ powerless?

## C3.b: What is Gender

 **DURATION**  
30 minutes

- Draw a vertical line across the board so that the board is divided into two equal parts. In one half write the word 'Man' and on other half write the word 'Woman'.
- Facilitate a discussion around the following questions:
  - What comes to your mind when you hear the word Male?
  - What comes to your mind when you hear the word Female?
- All responses should be listed separately for the term 'man' and 'woman'. This process is termed as 'Free listing'.

Example for free listing

<b>Male</b>	<b>Female</b>
1. Strong	1. Beautiful
2. Fraud	2. Housewife
3. Drunkard	3. Prostitute
4. Gambler	4. Item

There can be different responses which can be negative as well as positive. All the terms can be listed as above.

### **Step 2: Discussion**

- Facilitate a discussion around the following questions
  - What it means to be a 'Man'
  - What it means to be a 'Woman'
  - What are the differences between a man and a woman?
  - What are the similarities between a man and a woman?
  - Who created these differences?
- List the social and biological differences and similarities between a man and a woman.

- Why don't men respect or appreciate women for doing domestic chores?
- Men do cook wash, and sew (which is considered 'women's work') when they are paid for the work but not in their own houses. Why is this so?
- Who takes the decisions at home and why?

### **Step 3: Consolidation of learnings from the exercise**

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Add your inputs if required. Ensure that the consolidation includes the following points:
  - Many differences between men and women have been created by society. These are not biological or natural.
  - There are distinct biological differences between a man and a woman which are essential for reproduction. The biological and physiological characteristics that define men and women are referred to as 'Sex'.
  - The behaviours, activities, and attributes that the members of a society consider appropriate for men and women are social constructs and are referred to as 'Gender'.
  - The categories of work/jobs that men and women may or may not do is not defined at birth and hence comes under the gender related division.
  - "Male" and "female" are sex categories, while "masculine" and "feminine" are gender categories.

# C3.c: Domestic tasks: We notice them when nobody does them!

 **DURATION**  
30 minutes

This also needs to be related to 'power structure' within the household.

**Gender roles assigned to women=devaluing the work=devaluing women**

## *Step 1: Exercise*

- Ask five participants to volunteer. Create the scene of a house with props such as a broom, wipes, scrubber and soap powder, washing soap and cooking utensils.
- Ask participants to divide the functions of housework using the props.
- After two minutes ask one of the participants to stop working. Ask others to divide the activities among themselves. After two minutes tell another participant to stop working.
- Continue this until only one person remains. At the end, ask the last participant to stop working.

## *Step 2: Discussion on their experiences during the exercise*

- Facilitate a discussion around the following questions
  - How did each participant feel when the one other person stopped working?
  - How did the last worker feel?
  - Now ask the volunteer group to share what the house would look like after a week, if no one did the household chores.
  - Ask the observers the same question and collect their responses.

## *Step 3: Relating experiences of the exercise to real life*

- Ask participants to relate the experiences of the exercise with their real life and answer the following questions:
- Ask the volunteers to state which of the activities done during the exercise are actually performed by them in their own home? Ask the other participants to reflect on their personal involvement in domestic chores in their homes and the value they attach to these tasks.
  - Who generally performs these activities?
  - What kind of domestic activities do men frequently perform?
  - What kind of domestic activities do men perform only occasionally?
  - Do people notice house work, or is it only noticed when it is not done?
  - Is there any place where these chores are usually performed by men?
  - What is the difference between these tasks and domestic activities?
  - In childhood, who is encouraged to do domestic work, boys or girls?
  - Whose toys — boys' or girls' — have more to do with domestic chores?
  - Are there activities considered work and why?
  - If only women have to do the domestic chores do they have any time for themselves – for their own development/ entertainment and for spending quality time with family/ children?
- Discuss if any of this work is different in the context of a sex worker in comparison with a housewife. Why it is different/ not different?



- Are there any consequences for women / women in sex work due to these differences? With respect to health? With respect to their income? With respect to their decision-making power?
- Are there any consequences for men due to these differences? With respect to health? With respect to their income? With respect to their decision-making power?
- Are there any consequences for society due to these differences? With respect to the health of the community? With respect to household incomes? With respect to the distribution of decision-making power?
- Can existing roles be changed or not? (Give examples)

***Step 4: Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - Domestic work is undervalued and is rarely noticed by those who do not do it.
  - In reality men and women are equally capable of performing domestic chores and there is nothing in a woman's nature that makes her inherently better at housework. Socially conditioned attitudes undervalue domestic work and thrusts it on women.
  - Women's work and even their existence is considered inferior as a result of social conditioning and Gender. These attitudes can be changed.

# C4: Vulnerability mapping and self analysis of power relations

 **DURATION**  
40 minutes

 **PROCESS**

**Preparation:** During the FSW workshops, talk to the FSWs and with their help identify various factors that make them vulnerable to violence. These may include, but are not limited to, factors such as

- Non-acceptance by the community due to the stigma of being a FSW
  - Economic dependence on the partner
  - Feelings of guilt (self-stigma) of being a bad woman
  - Emotional dependence on the IP
  - Marginalization due to being a woman / lower caste
  - Perceived powerlessness due to low status
  - Lack of awareness about Women's Rights and the Domestic Violence Act
  - Lack of awareness about existing support agencies
  - Lack of confidence to contact agencies / individuals for support
- Introduce the concept of vulnerability as, “the extent to which people are exposed to the damaging effects of negative conditions in their social, economic and physical environment”. Vulnerability to violence describes the factors which make certain people more exposed to violence.
  - Now present the factors that make the FSW vulnerable through situation cards / oral presentation. Ask participants if they agree that the FSWs become vulnerable due to these factors.
  - If most of them agree with these, ask them to work individually and draw a Venn diagram representing the vulnerability of their partners to violence.
  - Ask them to draw a female figure in the center representing their partner/ lover. Now ask them to draw three different concentric circles. Tell them to write / draw the factors which make her the most vulnerable to violence in the inner circle. The factors that represent medium vulnerability can be drawn in the middle circle and the factors that have least impact on her vulnerability can be drawn/ written in the outermost circle.
  - If anyone wants to share the vulnerability map with the others they may do so, but do not compel them to.
  - Now ask them to sit individually and think about the following
    - Whether they have more power than her?
    - What is the source of this power - being a man, being rich/ wealthy or access to finances, having more muscle power, belonging to a higher caste or having better status/ position in society / the community, any other?
    - Whether their perceived power over her further increases her vulnerability to violence? If yes, how?
    - Think and answer honestly - do they want their lover to be vulnerable to violence?
  - If anyone wants to share their response encourage them to share the same, but do not make it compulsory. Encourage them to enact role plays that show how they use their power to increase her vulnerability.
  - Now ask them – If you agree that you have more power than your lover, would you also agree to take responsibility and use this power to reduce her vulnerability to violence? If the general response is positive, congratulate them and tell them to think of ways to reduce vulnerabilities.

# C5: Understanding Gender-based Violence

 **DURATION**  
40 minutes

 **PROCESS**

- Refer to the previous exercise and ask them to reiterate who were the victims and who were the perpetrators of violence in most of the cases. The answer will suggest that in most cases women were the victims and men were the perpetrators. Refer to the difference between the concept of sex and gender and ask the participants whether the statement 'men are violent' refers to sex or gender.
- Remind participants that though it is commonly assumed that violence is a 'natural' or 'normal' part of being a man, it is a learned behaviour. This can be proved as there are many men who are totally non-violent. Ask participants whether they know anyone or have heard of anyone who is non-violent, adding names of eminent persons such as Mahatma Gandhi etc. Men are often socialized to repress their emotions, and anger is sometimes one of the few socially acceptable ways for men to express their feelings. Moreover, men are sometimes raised to believe that they have the 'right' to expect certain things from women (domestic tasks or sex), and the right to use physical or verbal abuse if women do not provide these things. Men are taught to use violence as a means of problem solving. Men also resort to violence to assert their views or decisions. Based on this understanding ask them whether violence against women is based on women's subordinate status in society that is determined by gender. Conclude that if violence is a learned behaviour, then it can also be changed by unlearning.
- Explain that violence is a result of the socialization process in which men are normally assigned the role of provider, protector and head of the family which also gives them the power and control over the other members of the family. Usually men use violence as a means / tool to regain control, if the situation is out of control or if the partner is disrespectful to them. They also use it to exercise authority as the head of the family<sup>12</sup>,
- Refer to the previous discussion on vulnerability and power analysis and add that violent behaviour and its acceptance by the victim are due to unequal power relations between the perpetrator and the victim. This socially constructed gender inequality has given more power to the man over woman/girl in the society.
- Now introduce the concept of gender-based violence as any act that results in physical, psychological, emotional, sexual and/ or economic harm to somebody just because they are female or male. It includes all acts of violence rooted in some form of 'patriarchal ideology', and can thus be committed against both women and men, by women and men with the purpose of maintaining social power. In the case of women in general, gender-based violence is a way of assuring women's inferior

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<sup>12</sup> [http://www.areyouok.org.nz/files/test/research/CFAoFV\\_formative\\_research-1.pdf](http://www.areyouok.org.nz/files/test/research/CFAoFV_formative_research-1.pdf)

- position in society.
- Explain further that violence against women happens as a result of an imbalance of power between women and men. In most communities we grow up being taught that men are more important and powerful than women and that they have a right, even a responsibility to discipline and control women. When one adult controls the life and decisions of another adult it is unjust and unfair. In a relationship, when one person uses his/her power to control the other, it is violence. The community's silence about men's use of power over women is the root cause of violence against women.
  - Talk about the impact of violence, whether real or perceived. Explain that people stop expressing their needs / problems just because they are afraid of a violent reaction from their partners.
  - Now divide participants into small groups and ask them to discuss whether gender-based violence may have any link with HIV transmission and develop role plays that can show this link. Ask the participant groups to present the role plays and discuss. Add your inputs if required. These should include the following:
    - Fearing violence the FSW may not insist on using condoms which may result in HIV transmission.
    - Due to the fear of violence the FSW may not disclose her HIV status to her IP and may transmit HIV to him,

his other partners, their clients, their clients' spouses etc. She may not get the CD4 test done and take treatment including ART.

- To avoid violent confrontation, the FSW may not disclose her HIV status to her IP and go ahead with a pregnancy without proper treatment resulting in transmission of HIV to her child/ children.
- To avoid violence / fuelling jealousy she may not insist on non-penetrative sex or other safe sex options.

### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - Gendered relationships influence violence and hence need to be changed.
  - The woman suffers immensely due to such violence and fear of violence, so she exposes herself to various health related risks including HIV.
  - It is important to overcome the fear of violence and start aiming at ending violence.
  - Please try to differentiate between violence in general and Gender Based Violence

## C6: Violence in relationships

 **DURATION**  
40 minutes

 **PROCESS**

### Step 1: Exercise

- Divide participants into small groups. Give two belief cards to each group and ask them to discuss and answer the questions given below. Give around 15 minutes for them to discuss the cards and then ask them to present the gist of their discussion to all the participants.

#### *The belief cards*<sup>13</sup>:

1. Any man punishes his lover/ intimate partner only if she commits a mistake or gives back him a reason to do so.
2. Men use violence when they are drunk and do not know what they are doing.
3. Violence happens as men are not able to control their anger
4. Women enjoy being abused. That is why they remain in the relationship even if it is abusive.
5. Violence between the intimate partner and FSW is not very serious as every couple quarrels sometimes.
6. Sex workers cannot be raped.
7. **It's not rape if the woman and man are married or in a relationship as regular partners.**
8. The husband/ partner has a right to pressurize the partner not to use of condoms.

For each belief the following questions need to be asked:

- Is this true? If yes, why? If no, why?
  - Why do you think people think like this?
  - How does this belief affect your attitude towards the victim and the perpetrator?
  - How does this belief affect the victim?
- Consolidate their understanding. Ask probing questions to make them see the truth if they are not easily able to understand it. Add your inputs if required. The understanding should be:
    1. The abuser always finds a reason / fault to release his anger on the victim. It is founded on the belief that the man is the head of the family and therefore he can 'punish' a woman. Here the assumption is also that the violence is a reaction against something; a man has the right to define interactions between him and a woman; if something plays out differently, then he has a right to use violence. Women and children are not the property of men. Further, domestic violence is a punishable crime in in this country.
    2. Even though, in most cases the perpetrator is drunk, they also beat their lovers when sober. Alcohol is a risk factor that does not cause domestic violence but can contribute to greater frequency and severity of abuse. However, we need to understand that men who drink and beat their lovers/ wives do not necessarily beat random people on the street, their parents or their bosses. They direct their violence mostly at their lovers/ wives who are powerless. Men who brutalize their lovers/ wives often continue to do so

<sup>13</sup> Depending on the profile of the participants and time availability select 2 or 3 belief cards

even after they stop drinking. An abuser may use alcohol as an excuse for the violence, or alcohol may prevent him from realizing the level of force he is using, but alcohol is not the cause.

3. Violent men often believe that the reason for violence is their lack of anger management skills. But the large majority of men who use violence against their partners are able to control their anger and use of abuse around others, i.e. colleagues at work, friends and neighbours. They are also able to control the ways in which they abuse their partners, including limiting the physical assault to certain parts of the body where the bruising and injuries don't show.

4. The myth that women enjoy being abused is the result of the observation that many women remain in violent relationships despite constant abuse. They do not leave their abusive partners / husbands. There are many reasons why abused women stay with their violent partners. Some important reasons include

- They have a perception that women need men as partners in this society. They fear being exposed to harm from society
- Cultural conditioning often influences women to believe that the violence is their own fault rather than that of the perpetrators. Hence they are worried about the shame and dishonour they would bring to the family by accepting that they are victims of partner violence
- Violence against women is considered normal in the community. Hence, victims of violence may often feel that as women, they must simply accept and bear it.
- They expect their partners to change
- Women think and accept violence as their fate

- They fear that their relatives, families or friends will not believe them/listen to them and will not support them
- They accept that the IP has a 'right to punish' them for their mistake.
- They fear retaliation from the partners i.e. they fear that the safety of their children and their own safety would be at stake if the partners decide to leave
  - a. They lack economic means to support themselves and their children
  - b. They lack support systems and suitable options
  - c. They have a fear of losing custody of the children if they leave the partner, besides the stigma of being mothers who 'desert' their children. They fear being called infertile.

5. The argument used regularly by perpetrators of violence who want to excuse their bad behaviour is that it was just a quarrel or an argument. In this situation, the woman is not allowed to have a different opinion from the man. It is normal and permissible in every relationship to have different opinions, to mildly disagree, or even have a strong disagreement (quarrel) without being violent or abusive. Violence is not a disagreement or a quarrel. It is the use of physical, sexual and/or emotional power and threats in order to govern and controls the victim's thinking, opinions, views and emotions, actions. In a violent relationship there is no opportunity to have discussions about different opinions.

6. Sex workers have the same right to refuse sex as anyone else. They are paid for consensual sex, not rape. They choose whom they wish to do business with.

7. A woman has the right to say 'No' to sex (refuse sex) as her body belongs to her.

No other person, including her regular partner or her husband has a right over it. **In any relationship, a woman has to give her consent to sex.**

8. Refusing to use contraceptives or any other means of protection, to safeguard against unwanted pregnancy, STI / HIV etc. amounts to sexual violence.

### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - There are various misconceptions about violence especially about why the perpetrator inflicts violence. It is important for us to not to believe these misconceptions. It is time that we understand that if we are guilty of inflicting violence, we will stop it at the earliest. If we are mute spectators we will take a stand against violence and stop the perpetrator from brutalising any woman, whether she be a neighbour, acquaintance, friend's wife, brother's wife, or a sex worker.
  - Highlight that abuse doesn't just happen. Violence is not the result of loss of control, as a lot of people think, most of the time it's about a person trying to control others' lives/ situations.
  - Now ask participants to answer from their experience. How does a person who inflicts violence on his partner feel after the violent act is over? Does he feel happy and enjoy the experience or does he feel guilty after inflicting violence? Does the violent behaviour impact / affect the mental and physical health of the perpetrator? Explain

that anger and negative energy affect the perpetrators health, both physical and psychological, as it has an impact on blood pressure and stress levels, besides loss of appetite, alcoholism etc.

- Explain that there are occasions, especially immediately after a perpetrator has been violent to his partner, when the batterer may actually express guilt, shame, fear or remorse. He may even cry, but these feelings do not last very long and are relatively shallow, especially if the batterer is a survivor of traumatic violence, i.e., child abuse or combat. While he may allow himself these momentary flashes of feeling, he soon suppresses them and returns to his previous mechanism of coping.
- Encourage people to share their feelings. Do not comment on negative responses.

# C7: Consequences of violence against women

 **DURATION**  
40 minutes

 **PROCESS**

## **Step 1: Exercise**

- Divide participants into three small groups. Ask each group to develop and present a role play depicting violence in the relationship between an FSW and her intimate partner. Tell them that the role play should show how the violence between them affects the following
  - The FSW who is the victim
  - Family members especially the children
  - Community members / neighbours

## **Step 2: Discussion on experiences during the exercise**

- Based on the role plays, make a list of the possible consequences on the IP (perpetrator), FSW (victim), children (from wife and from the FSW), family members (including IP's parents and wife) and community members / neighbours. If the list is not complete, probe further and add your inputs. The list should include the following:

### **Consequences on the FSWs**

- Lacks self-confidence
- Stops visiting friends and family
- Has visible physical injuries
- Experiences sadness and low self esteem
- Has increased health problems, including being infected with STIs
- Experiences anxiety and fear
- Is unable or afraid to make decisions about her health

- Is unhappy at home
- Is fearful of her partners
- Is at increased risk for HIV infection
- May have mental problems that can result in serious consequences

### **Consequences on children who witness violence**

- Are fearful of their fathers
- Feel afraid for their mothers
- Hate their fathers and can become anti social when they grow up
- Always tense and insecure
- Feel sad and depressed
- Perform poorly at school
- Run away from home
- Have nightmares
- Behave violently towards other children
- Withdraw from activities and friends
- Grow up believing that violence is normal

### **Consequences on family members**

- Lack trust and do not respect the IP
- Lack love and affection towards him
- Are constantly pressed for money
- Feel ashamed about the community reactions
- Constantly live under fear that the IP may be arrested by the police

- Now divide participants into small groups and give each of them a brief for role play. Ask them to perform the role plays. After the role play is performed, facilitate a discussion around the following points:
  - Are the situations depicted in the role plays realistic?
  - Do similar incidences happen in real life?

- How does it affect the intimate partner and what are the consequences of violence on the IP?
- Make a list of the responses of the participants. Link the list with the question in the previous exercise about the impact of violent behavior on the perpetrator. If the list is not complete, probe further and add your inputs. The list should include the following:

**Consequences for IPs who are violent toward their lovers**

- Be anxious at home
- Has children who fear and distrust him
- Lacks intimacy and enjoyable sex with his partner
- Has a partner who lacks affection and who does not trust him
- Is rejected by his family and community
- Feels disrespected by others
- Feels pressure to maintain his power in the home
- Has to spend money on treating injuries caused by his violence
- Loses mental balance which can result in more serious criminal behaviour

**Briefs for role play**

1. Shankar and Leela are lovers. They have two children who go to school. Shankar is aware that Leela is an FSW but wants her to be faithful to him. But he does not give her sufficient money to run the house and look after the children; she has to entertain other clients to look after her children's needs. Shankar is very angry when he comes to know that Leela has been with other clients. Whenever he comes home, he checks her call records in her mobile and beats her severely if he finds anyone else's call. The children fear quarrels between them and whenever they see him entering the house they run

away. They hate him and have no respect or trust towards him.

2. Mohan is the intimate partner of Meera but he does not pay her any money as he says he comes to her not for sex but for love. As Meera is very beautiful she gets a number of clients. Most of the times when Mohan comes home she is busy. One day Mohan is very angry and threatens to throw acid on her face to make her ugly. Meera is very hurt that Mohan would suggest that he could go to such lengths. Meera is shattered. She is not able to show the same love to Mohan as she used to. When he comes near her, she feels disgusted. Her disgust reflects in their relationship as she does not respond to him with love during sex.
3. Namadev stays with his partner Radha. He snatches all the money earned by Radha and satisfies all his needs. Once Radha's father sees him snatching the money and throws him out of the house saying that Namadev should first earn his own money before coming to Radha.
4. Satya is very short-tempered and beats Sheela for small things. Once in a fit of anger he throws a water jug at her. She is hurt severely and has a head injury. She has to be taken to the hospital and needs treatment for almost 10 days. Half of Satya's monthly salary is spent on her medicines and dressings.
5. Two friends - Basappa and Chinnappa are talking to each other. Basappa has just beaten his partner severely. He is talking to Chinnappa about his feelings on beating his partner.

### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them, on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - Violence affects the IPs, FSWs, children, family members, communities and society at large.
  - One cannot let violence continue at the cost of the children and family

members and has to take a firm decision to end violence rather than blaming others or giving excuses for their violent acts.

- Men make a choice and balance between power and love through domination and privilege at the cost of a loving relationship, pleasurable sexual relations and happiness and trust of the family members.
- Violent men suffer from many health problems especially psycho-somatic ones such as hypertension/ continuous guilty feeling/fear of getting rejected



## C8: What men can do to reduce/ prevent violence<sup>14</sup>

 **DURATION**  
30 minutes

 **PROCESS**

- Introduce that we have just seen that violence affects everyone including the IP himself, the family members and children. Violence destroys personal relationships with a concomitant loss of love and sexual pleasure. Ask participants in this situation if they feel that there is a need to prevent / reduce violence.
- Explain that even though men are often the perpetrators, it does not follow that all men are perpetrators. Explain that we believe that men must not be stereotyped. They are widely diverse. There are men who never resort to violence, and men who resort to violence only in some contexts. The participants must understand that a perpetrator need not always be a perpetrator and if he decides to put an end to his violent behaviour he can become a role model to others. Explain that when there are different types of men, it would be wrong to generalise and say that all men are perpetrators of violence.
- Now divide them into small groups and ask them to discuss if all men are not perpetrators, can they have a key role in the prevention of violence? Ask them to discuss what they can do to prevent or reduce violence, as men, or what role they can play in the prevention of violence in their relationships. Explain that this is an important issue and their contribution in the discussion is crucial. Encourage them to share whatever points that come to their minds. Tell each group to note down points on a flip chart.
- At the end of the discussion ask one representative from each group to present the gist of their discussion.
- With the help of the participants consolidate the actions men want to take to prevent violence. Add your inputs if required. Ensure that the list of actions that individuals can take include:
  - Take responsibility for their actions and not blame others (lover or partner)
  - Develop and sustain healthy, equitable, respectful relationships
  - Apply self-awareness strategies to manage moods and ensure that emotions are expressed appropriately, especially when feeling angry, fearful or shamed
  - Employ effective communication, problem-solving and parenting skills, especially in high risk situations, such as during interpersonal conflict and when stressed
  - Consciously manage personal risk factors, such as childhood experiences as a victim, or alcohol and drug use
  - Build on personal resilience and protective factors, such as social connections,
  - Draw on personal strengths which can be used in non-violent interactions
  - Move away from socialised gender roles that are based on dominance and reframe beliefs

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<sup>14</sup> Adapted from 'Engaging Men as Partners to Reduce Gender Based Violence', USAID and Engender health 2006

- Treat the partner respectfully in public and in private
- Publically stand against attitudes that support violence and strengthen non-violent norms by
  - Offer a countering voice when peers support violence
  - Reinforce non-violent behaviour
  - Intervene in situations where there is a risk of violence
  - Convince other men to prevent violence
- Reflect on 'feelings' when they were helpless witnesses to violence. After the presentations are over, put up a poster with four key actions that each one can take to help stop violence against women -could be written or drawn.
  - Ask participants to read out or explain each action written/ drawn on the poster.
  - Ask the participants to identify the similarities between the action points presented on the poster and their own ideas noted on the flip charts.
  - The poster that emphasises four positive action points to contribute to reduction/ prevention of violence is:

### **Putting an end to gender-based violence: Our role**

Violent behaviour is learnt. So such behaviour can be changed. In order to end gender-based violence, all of us should:

- Not commit violence ourselves.
- Prevent others from committing violence.
- Challenge the perceptions and fixed images of masculinity that contribute to gender inequity and therefore violence.
- Support women against whom violence has been committed.

### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - Men have a key role in prevention of violence in relationships
  - Men can contribute to the prevention of violence by taking the four positive steps elucidated in the poster mentioned above



# Workshop D: CHANGING OURSELVES



## DURATION

1 hour 30 minutes

### TOPICS

D 1: Do you want to choose not to be violent?

D 2: Is life without violence possible?

D 3: How do we want our future?

D 4: Small actions mean big change



# D1: Do you want to choose not to be violent?

 **DURATION**  
40 minutes

 **PROCESS**

- Explain that till now we were trying to understand violence in general and Gender based violence. Explain that we have understood that violence is not something that happens without our being aware of it. But it is a choice that the participants may have made from the many different options open to them. They have also seen how it affects themselves, their partner, family members and everyone around.
  - Emphasize that just because they may have been violent and abusive towards their partner in the past it does not mean that they have to continue to be violent. If they want to move away from a relationship which is characterized by power, fear and control to one which is full of love, intimacy and respect, they must stop blaming the partner for their behaviour and make changes. They can choose differently and can choose to put a full stop to violence.
  - Explain that if they make the decision we would help them further to show how it is possible to make the change. The following steps can be taken towards stopping the violence
    - Recognize that you are violent in your relationship.
    - Recognize that your violent behaviour affects your whole family and yourself. Violence and abuse have a devastating effect on children.
    - Choose to stop. Decide that you no longer want to control and abuse.
- Only you can take control of your own behaviour and learn not to be violent and abusive, whatever the provocation;
- Take responsibility for your behaviour and for the violence. Stop blaming your actions on your partner or other factors like alcohol, drugs, stress or unemployment. Your violence will increase if you don't take action to stop it.
  - You may destroy your own health and your relationship or seriously injure someone you care about;
  - Do not rationalize your behaviour by thinking that it isn't too bad. Blaming your violence on other factors and saying you're sorry after the incident will not solve your problem;
  - You can promise yourself over and over again that it won't happen again, but it probably will if you do nothing. Do something before the next time;
  - Denying your violence will prevent you from getting help;
  - Seek help. You can change the way you act with the support of counselling or other resources.
- Now explain that you will articulate some statements. If they agree to them whole heartedly they should raise their hands. State the following sentences slowly and firmly.
    1. I want to be in control of my own behaviour and I want to choose not to be violent.
    2. I want to take responsibility for my behaviour and not blame others for it.
    3. I understand the impact of violence and abuse on my partner and children.

4. I want to learn how to notice when I am becoming abusive and how to stop.
5. I want to learn non-abusive ways of dealing with difficulties in my relationship.
6. I want to learn how to build a respectful relationship.

If participants show willingness to change themselves, congratulate them for the positive decision made by them and tell them that the coming sessions are designed to help support them in implementing their decision.



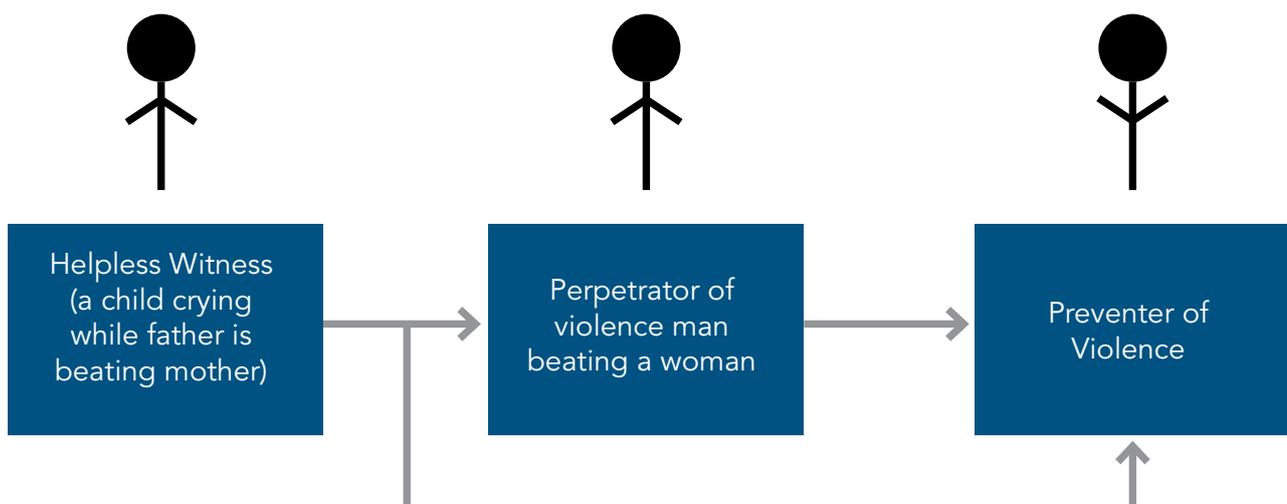
# D2: Is life without Gender Based violence possible?

 **DURATION**  
20 minutes

 **PROCESS**

- Divide the participants into pairs. Ask them to share a real life story describing a situation where the partner did not react violently though it would have been his usual reaction. Share your own story if appropriate. Give sufficient time to discuss and then bring them back to the meeting..
- Ask them if they could share any story. If the answer is yes, ask them whether this means that life without violence is possible. Facilitate in such a way that they are able to look at the value of these small incidents which show that there is hope for us to believe that life without violence is possible.
- Now in an interactive dialogue, discuss various factors that had led to different reactions from their partners. Collect responses. Consolidate the responses so that we may identify factors using which we can design appropriate strategies for a life without violence.
- If you are able to get an IP who has stopped being violent ask him to share his story or struggle and success.

**DRAW THE FOLLOWING PICTURES WITH SUB-TITLES**



Ask the participants to narrate what problems / barriers / difficulties they would face if they decide to make a move from the 1st picture to the 2nd and 2nd to the 3rd. Ask them whether these problems/barriers/difficulties can be reduced or overcome. Ask them to introspect before sharing what they feel.

## D3: How do we want our future to be?

 **DURATION**  
20 minutes

 **PROCESS**

- Link this session with the previous session and tell them that we have seen that life without violence is possible. Now let us see what kind of life we envisage in future. Is it different from the one that we are leading currently?
- Ask everyone to relax and close their eyes. Ask them to take deep breaths and focus on their breathing. (If possible play some soothing and inspiring music. Give all instructions slowly and lower your voice) Ask them to forget about all their worries and anxieties and just focus on their breathing. Now ask them to think of their life in the future, which they long for. Ask them not to force ideas. Just let the mind wander freely over different possibilities. Ask them to experience the emotion and enjoy the feeling of being in that life. Let them be in that state for some time. Ask them to slowly open their eyes.
- Now give them time to settle and ask them how they are feeling. Have they enjoyed their life in the future? Ask them if they would like to share what that life was like. Let the participants respond. Ask them if there was anything about their family, children, themselves and about their IP in the imagined future. Ask them if there was violence? If not that is what we want in future.
- Now in an interactive dialogue, ask them that for this imagined future to become reality, what all they need to do. Make a list of the actions stated.. After their list is complete, ask them to see whether actually doing these would be difficult. They may say yes. Tell them that the first thing would be accepting that they are perpetrating violence and they need/ want to end the violence. But it would require a lot of courage to break from the stereotypes and change.



# D4: Small actions lead to big change <sup>15</sup>

## DURATION

20 minutes

- Explain to participants that often we think that the small things we do cannot really result in big changes, yet it is often the small things that have the largest impact. In this exercise, we will do a calculation to demonstrate this.
- Give them an example of an environmental activist who saves water by washing her dishes in a basin, instead of under the running tap. Tell them that in this way she saves around 5 litres of water which is not much! Is it really worth making the effort to use a basin, only to save 5 litres?
- Ask them questions and get answers from them how many times a day does she do the dishes?" (Answer: 3 times) That makes a saving of 15 litres per day. Multiplied by 365 days a year she saves 5,475 litres a year. That is 27 drums of water.
- That's already a lot, which she can accomplish alone through a small action. But what if others joined, what if others also started saving water? Let's say she can convince 10 people to save water when washing dishes. Let's say she can convince her mother, her mother-in-law, two neighbours, her two relatives, her son and daughter and two friends. In this way 54,750 litres would be saved a year, or 2,737 drums of water—just because of her!
- Can you imagine the change if the 10 people she convinced went on to convince 10 others and so on

- Now examine this calculation by asking the following:
  - What can we learn from this calculation?
  - Can this idea apply in our work to prevent violence against women?
- Consolidate the learning stressing that everybody has a role to play in the community. This role can seem very small on its own, but if we imagine all the people in the community playing their small role, we see that eventually this becomes a big change. We can not only change ourselves but encourage others to also create change.

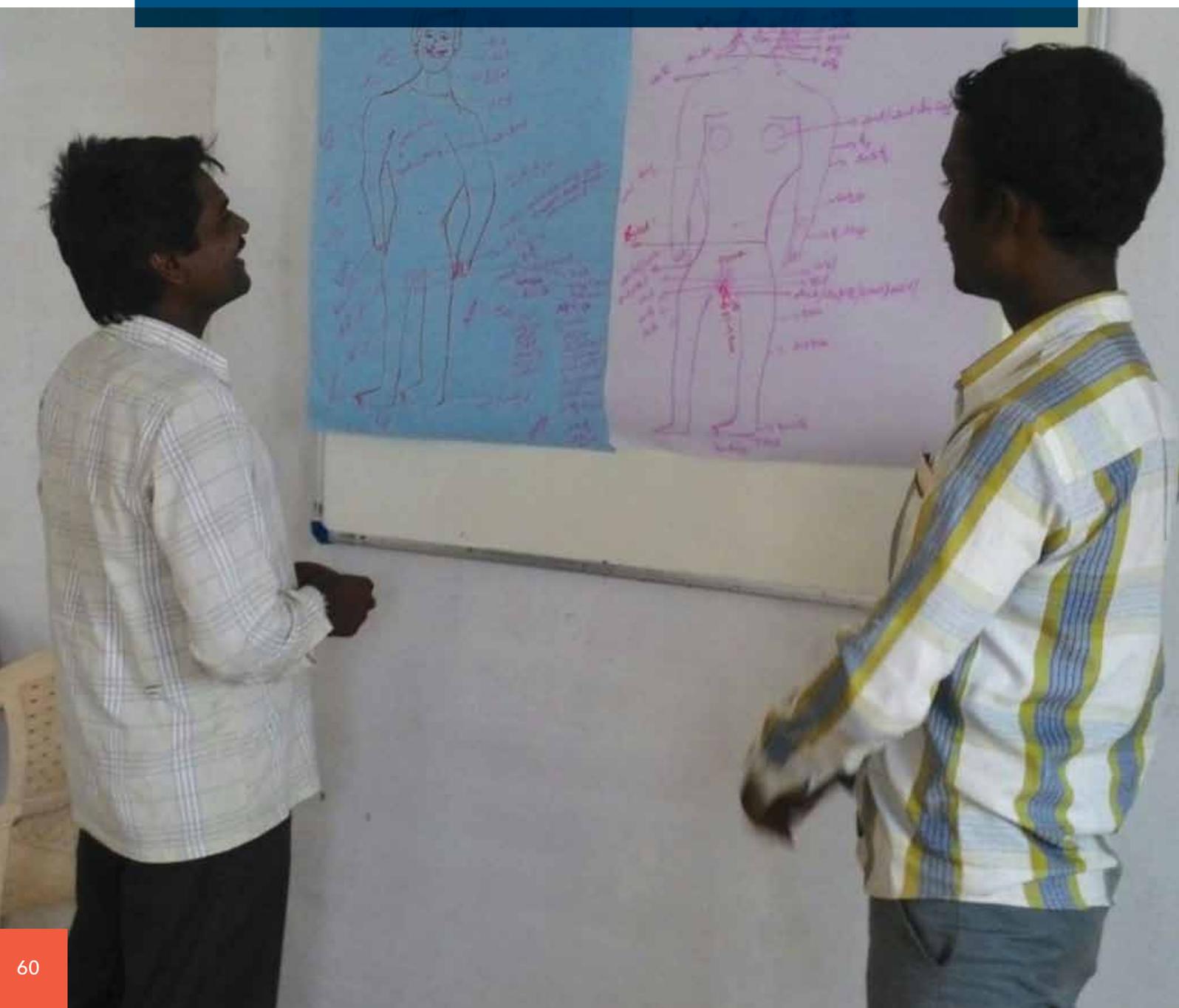
### *Consolidation of learnings from the exercise*

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - Small change can trigger big change.
  - We have to begin to make the change in which we believe. We need to translate the change into behaviour and practices and help others if they need any support.
  - Changes that happen—whether large or small—need to be celebrated as small, individual changes can have an enormous impact on many people's lives. Institutional and community-wide changes can have a great impact on how individual women and men perceive themselves and their responsibilities to others.
  - It is important to create structures to reinforce these changes.

<sup>15</sup> Adapted from Sasa! Action Training Module: Inspiring behaviour change module

# Workshop E: REDUCING OUR RISKS IN INTIMATE RELATIONSHIP

This workshop aims at building participants understanding about their bodies and sexual anxieties. It also aims at creating awareness about the risks involved in intimate relationships and helps them to understand the importance of correct, continuous and consistent usage of condoms.





### DURATION

3 hours 30 minutes



### WORKSHOP OBJECTIVES

Help participants understand their bodies



### TRAINING MATERIALS

Chart papers / card sheets/ brown paper, markers and sketch pens, condoms and penile model



### PREPARATION

Read the set of booklets titled Stree Sharir Ki Pehchan and prepare yourself to answer questions that emerge during the session.

### TOPICS

E 1: Body mapping and pleasure

E 2: Sexual Anxiety: Answer if you can

E 3: Health, STIs and HIV and AIDS

E 4: Condom demonstration

E 5: Consequences of not protecting ourselves

E 6: Why is condom use low in intimate relationships?

E 7: How do we protect ourselves?

# E1: Body mapping and pleasure

 **DURATION**  
30 minutes

 **PROCESS**

## *Step 1: Exercise*

- Divide participants into small groups and ask them to draw the human / body on a large piece of paper/ brown sheet. Ask them to show the main external body parts in this outline. Ensure that they draw the vagina and the penis on the respective drawings.
  - Ask them to write the names of the body parts in their own language.
  - Ask them to mark the erotic zones of the male and female body on the drawing using a different coloured marker.
  - After the drawings are complete, ask them to display the drawings on the wall.
  - Ask all the groups to see the display and come back to the meeting
  - Facilitate a discussion around the following
    - What is sexual desire? Do both men and women feel sexual desire? Are there any differences?
    - How do we know when a man is excited? And a woman?
    - How do men get excited? What excites a man sexually?
    - How do women get excited? What excites a woman sexually?
    - Do men and women get excited in the same way? What is the difference?
    - What is orgasm? What happens in a male orgasm? And what about a female orgasm?
    - How important is affection in a sexual relationship?
    - Is it different when you are in love with the person you have sex with?
- Is sex more enjoyable with affection or without affection?

## *Part 1*

- Ask the participants to think of either an internal or external body part of the **female** body and identify themselves with it.
- Once they have thought of the body part, ask them to stand in a -line, depending on the part chosen to depict the female form from head to toe. Thus the participant who has thought of the head should stand at the beginning of the line and the participant who has thought about the toe should stand at the end of the line. After the body is formed, ask the participants to state aloud which body part they have thought of. You may find that some parts will be more in number than required such as the eyes, legs, or ears but there will hardly be anyone who has thought about the genitals or breasts. Explain that the female body ceases to exist without these body parts.
- Now, ask participants to think again and form a healthy and complete female body. Ask each of them to state aloud the body part they identify with including the private parts.
- There will be hesitation to pronounce the names of private body parts, but encourage the participants to state it aloud. Refer to the socialization and conditioning process they have learnt in the previous session and add that the hesitation to pronounce the names of private body parts is also the result of the socialization process.
- Take the activity further and tell them that now this woman is in a relationship /married to a man. However after a few days of living well, the male partner has

started scolding and ridiculing her. He demands sex in all the ways he fantasizes about, beats her if any of his demands are not fulfilled and drives her to an emotionally depressed state.

- Ask each body part including the genitals, how they feel when they go through violence and compulsion to do things that they don't feel comfortable doing. Collect each one's description of their feelings and list them on a chart paper
- The emerging feelings could be:
  - Sadness
  - Pain
  - Hurt
  - Feeling cheated
  - Sick
  - Helplessness
  - Feeling of being trapped
  - Depression
  - Loneliness
  - Feeling of having no support
  - Feeling of being used
- Now ask participants to think about the causes for the sufferings they went through. Encourage participants to explore the causes. Write down the responses on another chart paper. Facilitate the conclusion that the physical suffering caused is worsened by cultural values/beliefs and ideal images that society has imposed about how a woman is supposed to behave. These expectations from a woman include
  - She should be soft spoken and patient
  - She must endure pain
  - She should always be pleasant
  - She should not answer back/ assert herself/ have an opinion
  - She should not be educated.
  - She do not have any rights/ entitlements
  - She should not expect any parental support after marriage

## **Part 2**

- Now repeat the exercise asking participants to think of either an internal or external body part of a **male**.
- Once they have thought of the body part, as before, ask them to stand in a -line starting from head and ending with the toe.
- After the body is formed, ask the participants to state aloud what body part they have thought about. This time participants might think about the genitals due to the previous experience. If they don't explain that the male body ceases to exist without these body parts.
- Now, ask participants to think again about the parts of the body needed to form a healthy male body. Let the participants make the representation of a healthy male body. Ask each of them to state aloud the body part they identify with including the private parts.
- There will be hesitation to state the names of private body parts, but encourage the participants to state it aloud. Repeat the same process as done for the female body.
- Take the activity further in the same way as was done for the female body.
- Ask each body part including the genitals, how it feels to be a perpetrator of violence and making the woman do things that she doesn't want to. Collect each one's description of their feelings / thoughts and list them on a chart paper
- The emerging descriptions could include:
  - Being powerful
  - Being masculine
  - Being happy
  - Woman has to make a man happy
  - I have always got what I want
  - I am in a demanding position
  - I am a male
  - Culturally a man can get anything he wants

- Discuss the difference between the feelings of the female body (the victim of violence) and the male body (the perpetrator of violence.) Discuss if this relationship is based on 'power' and if it shows unequal power between the two persons involved in the situation. Discuss similar inequalities, if any, in their own relationships. Discuss if they consider themselves more powerful than their FSW partner and if yes how do they use this power over her. Also discuss how this impacts their relationships.
- Allow time for the participants to think and share their experiences and opinions. Encourage them to share their real experiences. Tell them that we are here to analyse how we behave and if we feel our actions are wrong, we can always change our behaviour. If we think it is correct we can continue our present behaviour. But if we do not share, we would lose the opportunity to discuss and examine our behaviour patterns.
- Now ask participants to think about the cause for perpetrating violence against women. Encourage participants to explore the causes. Write down the responses on another chart paper. Facilitate the conclusion that men also behave according to the ideal images created by society through the socialization process. Conclusions may include the following:
  - Men use violence and emotional abuse to control their families.
  - Men believe that they have the right to behave in whatever way they choose in their own home.
  - Men think that a 'real' man should be tough, powerful and the head of the household. They may believe that a man should make most/ all of the decisions, including those about how money is spent.
  - Men believe that they are entitled to sex on demand from their partners.
  - Men don't take responsibility for their behaviour and prefer to think that circumstances provoke them to behave in a particular manner.
  - Men give excuses for their violence (alcohol, stress).
  - Men report 'losing control' when they are angry only with their family members but can control their anger when they are with other people such as friends, bosses, colleagues or the police.
  - Women have no right to say 'No' to sex.

**Step 4: Consolidation of learnings from the exercise**

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - There are a number of myths in people's mind about sex and sexual intercourse
  - It is important that a woman also experiences sexual pleasure
  - It is important to understand that women have the right to say 'No' to sex
  - The sexual myths men have in their mind may result in men using their power against women partners and making women more vulnerable.



## E2: Sexual Anxiety: Answer if you can

 **DURATION**  
20 minutes

 **PROCESS**

- Divide participants into four small groups. Give each group two questions to discuss for 10 minutes and come up with answers. These questions could include the following:

### Questions for small group discussion

1. What is masturbation? Is it true that masturbation can make the penis smaller?
  2. Does a 'real man' have to worry about taking care of his body? Why?
  3. What is a man most afraid of during the sexual act?
  4. What kinds of problems / pressures / anxieties can a man have during sexual intercourse?
  5. What can a man do when he ejaculates too quickly?
  6. Do men need sex more than women? Why?
  7. Does the size of the penis really matter? Why?
  8. How does a man feel when someone says he has a small penis? How does he react?
- After 10 minutes, ask participants to come to the forum and share their answers.
  - Facilitate a discussion in the forum asking the other group members if their opinions are different than the ones expressed by the presenting group. If the question is answered correctly congratulate the members but if the answer is not correct clarify and give them the correct answer explaining the reason/ rationale.
- Consolidate the learning with an emphasis on personal hygiene routines that men should practice.
  - Connect the model of masculinity found in our society with men's health and health problems.
  - Facilitate a discussion around the following:
    - Myths about the size of the penis, anxiety about ability to perform, anxiety about ability to impregnate the partner, masturbation as a cause for losing strength, condoms reducing sexual pleasure etc. Share facts.
    - Explain that the size of the penis has nothing to do with how much pleasure one feels. It also has very little effect on the partner's pleasure, as well. In terms of vaginal intercourse, penis size matters very little, since only the outer third of the vagina is richly supplied with nerves and the clitoris is a woman's main organ of sexual pleasure anyway. In addition, the vagina is not an open tube to be filled up; it's more like a very elastic sleeve with the walls touching each other until an object moves them apart.
    - With help of a drawing of vagina on the flip chart explain the parts of men's and women's sexual and reproductive organs and the process of intercourse.
    - Emphasize the nature of the on-going process of sperm production in the male body while fertilization of the egg in a woman's body stops after a certain age (menopause)
    - Does anyone ask their partner about their need for sex and do they care if they have reached orgasm or not. If not, why not?
    - Does anyone understand and accept

a refusal of sex from the partner especially when she is menstruating/ pregnant / sick or does not feel like having sex? If not, why not?

- Similarly discuss masturbation as a cause for losing strength and share facts.

***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board



## E3: Health, STIs and HIV and AIDS

 **DURATION**  
40 minutes

 **PROCESS**

- Ask the group if they have heard the term STI. If their answer is yes, ask them in which context. Explain that Sexually Transmitted Infections (STI) are transmitted from one sexual partner who has the infection to the other as a result of sexual contact.
- Ask them if they know the symptoms of STIs and write their responses on the board / flip chart.
- When they have finished, complete the information on the board. Use flip charts that show the external symptoms of STIs and RTIs.
- Ask the group about the symptoms of HIV and AIDS and write these on the board/ flip chart.
- Explain the importance of recognizing symptoms of STIs, the need to consult a doctor when symptoms are present and the importance of following all the doctor's instructions, and STI prevention.
- Explain that people normally are confused between the STIs and RTIs (Reproductive Tract Infections) as these are overlapping categories. But it is important to understand that all STIs are not RTIs and all RTIs are not STIs. The term STI refers to the mode of transmission i.e. through sexual contacts while RTI refers to the site of the infection. However many of them have common symptoms and consequences. They increase the risk of HIV/AIDS. While some of them are incurable and life threatening, most of them can be treated adequately by consulting a qualified doctor in a timely manner. <sup>16</sup>
- Explain to the group that HIV and AIDS does not always have noticeable symptoms and that the only way of knowing if one is infected by HIV is through a blood test.
- Facilitate a discussion around the following
  - What are different common types of STIs?
  - Why is it important to consult a doctor for STI treatment?
  - Besides seeking medical assistance, what should a young person do when he finds out that he or she has contracted an STI?
  - Why is it so difficult to talk about STIs?
  - Why is it so difficult to talk about HIV and AIDS? Has awareness about HIV and AIDS changed the sexual practices of young men and women?
  - How is it possible to protect oneself against HIV?
  - Explore the myths that still exist in relation to HIV and AIDS and explain how the myths affect people's health to a large extent. For example,
    - Many men, as a way of showing their virility and masculinity, do not worry about their health, and may believe that taking care of the body or being overly concerned about health are female attributes.
    - Many people think that

heterosexuality is the only normal sexual practice

- HIV and AIDS is perceived as being a disease related to “deviant” behaviour, as a kind of punishment, and leads heterosexual men and women to believe that they are not at risk for HIV.



# E4: Condom demonstration

 **DURATION**  
45 minutes

 **PROCESS**

- Link this session with the previous session and explain that it is important to understand why correct and consistent use of condom is important to protect oneself from HIV/AIDS.
- Explain that inconsistent use of condoms i.e. not using condoms for every act of sexual intercourse, leads to an increased risk of infection as even a single act with an infected partner is enough for transmission. Explain that incorrect use of condom i.e. failure to use condoms throughout the sexual act – from contact to ejaculation or using condoms without taking care can lead to slippage, breakage or leakage and diminishes the protective effect.
- Tell them that that is why it is important to learn how to use condoms correctly. Now pass a male condom and a female condom to all the participants so that everyone has the chance to see and feel both of them. Start with the male condom first. Ask participants whether any of them have ever used a condom. Ask whether they know the different types of condoms available in the market and their unique features. Add more information, if needed.
- Ask participants if anyone of them can demonstrate how to use a condom. Encourage one or two volunteers to demonstrate. Ask an experienced participant to demonstrate the correct and complete usage and disposal. This



has to include examining the expiry date, tips for opening the packet and wearing the condom. After the demonstrations are over correct mistakes if any.

Encourage participants to clarify doubts, if any.

- Give one condom and a penile model each to all participants and ask them to demonstrate condom usage. Observe each one of them and give them feedback, if there are any gaps/ mistakes.
- Inform the participants about the multiple uses and benefits of condom usage, such as:
  - Prevention of unwanted pregnancy
  - Spacing of births
  - STI control
  - Preventing HIV
  - Personal hygiene
- Discuss locations of the local outlets and adequacy of condoms available in the local outlets.

### Emphasise the following points:

- Use a new condom for every act of vaginal, anal and oral <sup>17</sup> sex throughout the entire sex act (from start to finish). Before any genital contact, put the condom on the tip of the erect penis with the rolled side out. Pinch the tip enough to leave space for semen to collect. Holding the tip, unroll the condom all the way to the base of the erect penis.
- After ejaculation and before the penis gets soft, grip the rim of the condom and carefully withdraw. Then gently pull the condom off the penis, making sure that semen doesn't spill out.
- Wrap the condom in a paper/cover and throw it in the trash where others won't handle it.
- If you feel the condom break at any point during sexual activity, stop immediately, withdraw, remove the broken condom, and put on a new condom.



<sup>17</sup> Refer <http://www.pamf.org/teen/sex/std/oral/>

# E5: Consequences of not protecting ourselves

 **DURATION**  
30 minutes

 **PROCESS**

- Take it forward from the earlier exercise and ask them to work in small groups and identify the consequences of not protecting oneself. Ask them to include both, the immediate and long term consequences. Divide the task in the following way.  
**Group 1** - Consequences to themselves  
**Group 2** - Consequences to their partner and her clients  
**Group 3** - Consequences to their family  
**Group 4** - Consequences to their children
- Ask the representatives of the group to present the consequences.
- In the forum, discuss if it also impacts the community and society at large.
- Ask other groups to add further details if they want to. Add your inputs if required and consolidate.
- Ensure that the following consequences are included:
  - Pregnancy – more and more children (do not stress much on this as this is not the focus of the training)
  - STI – recurrence of the infection even after treatment.
  - HIV infection
  - Constant sickness
  - Increased violence - explain the link
  - Transmission of HIV infection to children
  - Children can become orphans very early if the parents are HIV+
  - Stigma and discrimination by family and community members
  - Increased cost of health care etc.

## E6: Why is condom use low in intimate relationships?

 **DURATION**  
30 minutes

 **PROCESS**

- Ask a volunteer to draw two pictures: one of a man and one of a woman (draw just the faces – or whole bodies). Explain that these two people are involved in the relationship described above. Be specific, and continue to remind the group, that they are, for example, a woman and her lover or IP (not simply a woman and a man).
- Ask what holds these two together (e.g. “their love for each other”) and ask them to indicate in a symbolic manner and draw the symbol near the pictures of man and woman.
- Ask what motivates this man to refuse to or hesitate in using condoms. For each idea that is mentioned, ask participants to share and draw a symbol next to or around the picture of the man.
- After getting a few responses for the man, switch to the picture of the woman and ask the group to identify why the woman may – or may not – want to use a condom. Ask participants what the factors are that block her from using a condom (e.g. “she wants to have a baby,” “she wants to be seen as trustworthy”). Ask participants to share and draw symbols representing each factor.
- Continue identifying factors and drawing symbols until the participants feel the picture is complete. Encourage them to think about, and share, economic, cultural, social and emotional factors that come into play.
- Once the picture is complete, facilitate a discussion about the following
  - Does low condom use affect the relationship between the man and his partner? In what way?
  - If the relationship between them needs to be better what should be done?
  - What needs to change – about the relationship, about the man, and/or about the woman – so that there is an increase in condom usage and hence safe sex?
  - Why does a woman find it difficult to negotiate condom use and what can be done to increase her negotiating power?
  - Are there any strategies that they know of, that are used by sex workers or others, which they can suggest to this couple?
- As suggestions are made, probe for factors related to changes in the relationship, changes in the people (including self-image, economic factors etc.). Do not stop at knowledge, try to probe change in behaviour and attitude.
- Ask participants to draw symbols on cards for each type of change.
- Continue to look at the influences and discuss the potential changes until all ideas are exhausted. If participants are stuck, discuss each factor/barrier e.g. what would need to change about her, him to address this barrier.
- Now discuss if some changes are harder or easier to implement? Would some changes have a bigger impact than others – and be more important to make?
- Inform them that now we will analyze

each change in terms of ease/difficulty of change and then, later, the extent of impact/importance.

- Start by analyzing the ease with which change can be made. It is important to ground the discussion in as much reality as possible, and so it will be important to remind participants of the kind of people and the relationship that is being discussed. Ask participants to identify a change which they think is important.
- Draw a line on the flipchart and at one end, write easy ones and on the other end write difficult ones. Pick up the card representing the change, and place it on the line, corresponding with the level of ease/difficulty. Probe and write reasons why some changes are easy or difficult. Continue to remind the group of the characteristics of the people and their relationship, to keep focus.
- Now ask if they all carry the same importance or impact – “which ones will make the biggest changes to the couple?” and why they think so.
- Facilitate a discussion around the following:
  - Do some of these changes lead to/enable others? If yes, which ones?
  - Which of these changes would be a priority and why?
  - Who needs to be involved in the changes? E.g. men, women, other actors?
  - What support is needed to make these changes?
  - What have they learned from this exercise?
  - How will they use this information?/
- Consolidate and ask them whether what is true about the man and woman in the example is also true about themselves and their relationships?
- Ask them what learning they would like to take home from this exercise.

#### ***Step 4: Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - There are obvious reasons for non-usage of condoms in an intimate relationship but in the light of the risks that are involved in not using condoms, there is a need to start making changes. If we try to make a change in areas where it is comparatively easy to change, it can possibly trigger bigger and more difficult changes.

## E6: How do we protect ourselves?

 **DURATION**  
20 minutes

 **PROCESS**

- Introduce the idea that we know that we have to face dire consequences if we do not use condoms and yet it is difficult for us to negotiate condom use in the intimate partner relationship.
- Ask the participants if they think that it is critical to protect ourselves as well others close to us. If yes, we need to think about different options that would be safe and protect us from risks, but which would, at the same time, allow us to enjoy pleasurable and safe sex.
- Tell them that we would think about whether such options exist and list the ones we know. Give them small chits and markers and ask them to think of options and draw symbols on them.
- Collect the chits and paste them on the chart paper and put up on the wall. Ask them to look at the display and collectively make a list of activities. Ask probing questions and facilitate so that they would be able to think of other options which they had not thought about especially about non-penetrative sex.
- Refer to the chits and say that two types of options are emerging. One is to use condoms and the other is having sex where penetration is not required which is called non-penetrative sex. These are activities that do not involve penetration but give sexual pleasure. The list could include:
  - Massage
  - Caressing
  - Mutual masturbation
  - Oral sex / thigh sex / breast sex
  - Sharing sexual fantasies
  - Using sex toys



### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board. Ensure that the consolidation includes the following points:
  - We need to protect ourselves from STI and HIV transmission as, along with us, we also put our children at risk by not protecting ourselves.
  - If we do not protect ourselves we make our children and family members suffer a lot.
  - There are ways to protect ourselves without sacrificing sexual pleasures.
  - We have to learn to use condoms correctly and consistently in our own interest

### **Assignment to complete before coming to the next workshop**

- Give participants a diary and ask them to maintain a record of the events/ acts of violence or violent images around them and bring them when they come to the next workshop. Tell them that they could look for such events in schools, in their own and neighbors' houses, on the street, in their workplaces, in the community and also in the media i.e. newspaper, TV, radio etc. Tell them that they can write down the relevant events with details as they perceive them. The following are some suggestions which they can use:
  - They can write these experiences from different perspectives, including from the point of view of
    - Helpless witnesses
    - Perpetrators
    - Victims
    - Preventers of Violence
  - They can write
    - What they saw
    - What they felt when confronted with the violence
    - Was there any way that they could have prevented or tried to prevent the violence?
  - They can also write events from their own past, instances where they were a part of the violence in any of the above roles.



# Workshop F:

## HOW TO CHANGE

Congratulate them for making the choice to stop their violent and abusive behaviour<sup>18</sup>. Explain that just because they may have been violent and abusive in the past it does not mean that they have to continue being violent in future. Ask them if they are firm on their decision to move away from an abusive relationship based on power, fear and control to one based on intimacy and respect. If they say yes, tell them that this session is aimed at acquiring the skills to do that.

Explain that changing oneself is not easy as it requires a strong willingness to change and the willpower to sustain the change. Once you decide that you want to change and are ready to take whatever it takes to change, things fall in place.



### DURATION

5 hours



### WORKSHOP OBJECTIVES

Build participants' skills to address violence creatively

### TOPICS

F 1: How to help yourself not to commit violence

F 2: The 4 Phrases: Conflict Resolution

F 3: Using words without offending

F 3.a: 'I' statement

F 4: Supporting change: How to prevent others from committing violence

F 5: Support women who are victims of violence (Optional)

F 6: From Violence to Respect in Relationships

F 7: Developing an action plan for change

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<sup>18</sup> Adapted from Information for men who are concerned about their behaviour towards their partners, respectphoneline, UK

# F1: How to help yourself not to commit violence

 **DURATION**  
40 minutes

 **PROCESS**

- Explain that we understand that it is not easy to bring a total change in one's behaviour but at the same time we believe that if one really wants to and believes that one needs to change, it is not impossible. Explain that there are some tried and tested ways which one can adopt. These include:
  - Spotting the warning signals and managing your anger
  - Join a violence prevention programme and take support from support-groups, counsellors and family members
  - Believe in yourself, tell your partner about your intentions and take support from her.
- Now provide inputs on each of these.

## ***Spot the warning signs!***

Be aware of the 'warning signs' of your own behaviour when you are abusive towards your partner. When you notice the warning signs, take a time-out and you will be able to overcome the feeling and stop being abusive. These warning signals include:

## ***Sore points***

These are typical situations in which you've been abusive in the past such as conflicts over money, mobile history of calls from unknown people, partner/lover being late etc. or situations that make you touchy such as when you return from work, when your lover/partner refuses to have sex with you

etc. Think about your typical sore points.

## ***Physical warning signs***

Think about what is happening to you physically as you begin to build towards violence and abuse:

- What do you feel in your body? For example, tension in your stomach/shoulders/neck/jaw, heat, changes in breathing and heart rate.
- Think about what you begin to do. For example, point a finger, close your fist, swing your arms, pace up and down the room, raise your voice or shout, glare at her, interrupt, go quiet, issue orders.
- Think about your physical warning signs.

## ***Emotional warning signs***

You may be aware of different feelings that come just before you become abusive or violent for example, feeling resentful, angry, trapped, confused, challenged, guilty, embarrassed, upset, hurt etc. These are your emotional warning signs. Some of them could be difficult to manage but they do not have to lead to violence. There will be times in your life when you have dealt with difficult feelings without being violent or abusive. Think about your emotional warning signs.

## ***Mental warning signs***

What are you thinking just before you are abusive? Often you will be winding yourself up, thinking negative things about your partner or trying to justify yourself. This is negative self-talk. It can be phrases like "She's doing this deliberately to wind me up", "She's so stupid", "She never gets

anything right”, “She never listens to me”...

You may want to make a note of the negative self-talk/typical thoughts you have as you get closer to being abusive.

Note also about the things you don't think about, such as how she is feeling, trying to understand her, reflecting on her good points, or listening to what she says. Remember, it's never too late to make a different choice. A positive choice: you can walk away. Right up to the very moment you are violent, you can choose to do otherwise.

### ***Manage your anger***<sup>19</sup>

The emotion of anger is ***not always*** a negative feeling. In fact, in some ways being angry can be a positive outlet and something that should not be ignored. However, having rage inside, that results in harmful tendencies towards yourself or other people. This will also lead to further painful experiences. It is necessary to deal with this type of anger before it escalates into more negative experiences.

It has been observed that due to emotion of anger, the intimate partner do violence on FSWs. FSWs have also reported having poor anger control which affects their relationship. So, it is essential to also teach them anger management techniques.

The following are some techniques for anger management:

**1. Awareness** about anger triggers, stress,

**2. Acknowledgement**- anger is a problem and there is a need to do something about it.

**3. Actions**- use of affective, behavioural, cognitive strategies to address anger

**a. Affective strategies** include appreciation and acceptance of the situation; crying; talking about situations to a trusted friend and venting out to him/ her.

**b. Behavioural strategies** include

1. Time out method- Leave the place for some time, if necessary, before discussing sensitive issues that may provoke you to anger.
2. Relaxation methods & Exercise: Count to 20 before saying anything, breathing exercises for ten minutes, meditation or any exercise which one enjoys
3. Assertive communication- Expressing feelings, needs and requests without blaming and demanding, using “I feel..... when you (say, do).... Could you.....?” or similar statements.

**c. Cognitive strategies** include

1. Engage in Calming (Anger-Reducing) Self-Talk- Look out for, and dispute (change), thoughts (and beliefs) that are anger-inducing and often extreme and irrational
2. Avoid words that are extreme or demanding or exaggerate how bad a situation is (e.g. never, always, should, must, should not or must not).
3. Write out a response to a problem before tackling it orally or in debate. This will give you time to think about the best approach to a problem rather than responding with random anger.
4. Keeping a diary and writing about your negative emotions to get them out of your system.

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<sup>19</sup> Anger management is sourced from HEALING THE WOUNDED SOUL, A counselling training manual for counsellors dealing with relationship issues among Female Sex Workers, Department of Psychiatric Social Work National Institute of Mental Health and Neuro Sciences (NIMHANS), Bengaluru and Karnataka Health Promotion Trust (KHPT), Bengaluru.

You can also use techniques like Pranayam or reverse counting (100, 99, 98, 97 ...) to manage your anger.

### ***Join a violence prevention programme***

These programmes are designed to support and help men to change their abusive behaviours and develop respectful, non-abusive relationships. They are run in groups so men have the chance to learn from each other and support one another.

**Believe in yourself – you can change if you really want to.**

## F2: The 4 Phrases: Conflict Resolution <sup>20</sup>

 **DURATION**  
40 minutes

 **PROCESS**

- In a brainstorming session, ask the participants: "What is a conflict?" Write their responses on a flip-chart and paste in on the board. Add your inputs if required and consolidate an understanding that conflict is a struggle, friction, disagreement, contest or discord between people with opposing needs, ideas, beliefs, values, or goals. More often than not, conflict results because of miscommunication between people with regard to their needs, ideas, beliefs, goals, or values.
- When the participants are clear about what conflict means, ask them to make a list of different life situations where conflict arises. Divide participants into two or three small groups and ask them to choose one of the situations discussed

and present a role-play showing the conflict.

- Facilitate a discussion around the role play. Ask them what could be done to resolve these conflicts. Encourage them to come up with suggestions even if they are whacky. Write the ideas on a flip chart or board (preferably using symbols).
- Now tell them that we are also going to share a model of resolving conflicts using four phrases which is a technique that we would like them to listen to and practice. Share the following model:

### **I CAN SEE...**

This expresses the conduct that we see in another person. For example, I can see that you never greet me when you arrive.

### **I IMAGINE...**

Through this phrase we say what we imagine when observing the other person's conduct. For example, I imagine that you are annoyed. It is important to note that when we imagine, the possibility exists that we are wrong in our interpretation and

<sup>20</sup> Adapted from Reasons and Emotions, Program H

if we actually express it, we provide the opportunity to clarify it.

### **I FEEL...**

Here we say what we feel to the person, about what we can see and imagine. For example, I feel sad and what happened really upset me because your friendship is important to me.

### **I WANT...**

We make a proposal to improve things. For example, I want you to tell me if something is bothering you.

Ask them to go back to work in the same pairs, now seeking to resolve the conflict based on the above technique and discuss how they felt doing this exercise.

Finish off by going back to the flip-chart and analysing the negative values that were given to the conflict during the brainstorming.

Remind them that conflict always exists and can be an opportunity for personal growth and development. Explain that this exercise allows us to express feelings and needs which are frequently not expressed in a conflict situation and if there are various conflicts, it is very important to **PRIORITIZE THEM** and deal with them one at a time.

### ***Step 2: Discussion around the experiences of the exercise***

- Facilitate a discussion around the following:
  - How did they feel in this exercise? Did they note any difference following the method and their earlier method of facing conflict? What did they discover about themselves?
  - Does the way we view conflict (as something negative or positive) have something to do with the way we face

it? Explain that any conflict however small it may be, creates tensions and generates a lot of negative energy. Hence it is important to deal with the conflict. Nobody can afford to leave any conflict hanging and increase negative energy. But there are a number of ways to resolve / deal with the conflict. Positive confrontation is the best way to do so

- Explain that when we deal with conflicts, positive confrontation is vital. Stimulate confidence and group respect, and stress that each person must be responsible for himself. This means talking in the first person and not speaking for others.
- Emphasize the importance of giving feedback with positive criticism, without making judgments and/or attaching labels which disrespect the other person.
- Remind them that we should not question what the other person feels. We should make efforts to explore the reasons for the person's negative feelings and help him/ her come out of these feelings. In the case of ideas, we can disagree but not with disrespect to their feelings.
- Explain that the creative resolution of conflicts is all about learning new processes to deal with differences, disagreements and conflicts. It is about acquiring skills to negotiate in which there are no winners or losers. We do not win an argument or conflict by humiliating others, but rather by finding an agreement or resolution favourable for all involved.
- Learn to live with: **WE AGREE TO DISAGREE**

# F3: Using words without offending <sup>21</sup>

 **DURATION**  
40 minutes

 **PROCESS**

Introduce the idea that in general, boys and men are socialized not to talk about what they feel. When we feel frustrated or sad, we are encouraged not to talk about it. Very often by not talking, the frustration or anger builds up until it is expressed through physical aggression or shouting.

- Explain that many adolescents and men confuse anger and violence, thinking they are the same things. But anger is an emotion, a natural and normal emotion that every human being feels at some point in life.
- Violence is a way of expressing anger or a form of behaviour that can express anger. But there are many other ways of expressing anger which are better and more positive - than violence. If we learn to express our anger when we feel it, it can be better than allowing it to bottle up inside us, as many times when we allow our anger to build up, we tend to explode.
- Explain to the group that in this activity we are going to talk about how we react to anger.
- Ask participants to sit in a circle in small groups. Ask them the following questions one by one and give them time to think about the answer to each question. Tell them to think about the answers individually.

1. Recall a recent situation when you were angry and recall what happened?
  2. Now try to remember what you were thinking and feeling when you were angry?
  3. Now recall how you demonstrated your anger - were you shouting, throwing something, hitting something or someone or became depressed and silent? How did you behave?
- Ask the group members to share and list the negative and positive ways of reacting when they are angry. Allow 10 minutes for listing.
  - Ask a representative from each group to present the gist of the list
  - Add your inputs and help participants consolidate the reaction. The list could include but is not limited to the following:

## Negative ways

- Shout at others
- Blame others
- Hit someone
- Throw things
- Use bad words
- Assault someone

## Positive ways

- Take a breath of fresh air (to get away from the person toward whom one is feeling anger)
- Use words to express what we feel without offending others (To tell the other person why you are so upset, and to ask for what you want/ expect from the other person, without offending or insulting).

<sup>21</sup> Adapted from the manual "Learning to Live without Violence: A Handbook for Men, Volcano Press, 1989.

- Give an example to the group: If your girlfriend arrives late for a date,

you could react by shouting: “You’re a bitch, it’s always the same, me standing here waiting for you.”

Or then, looking for words that do not offend, you could say:

Look, I’m angry with you because you’re late. I would like you to be on time, if not, let me know that you’re going to be late.

- Facilitate a discussion around the following questions.
  - Generally speaking, is it difficult for men to express their anger, without using violence? Why?
  - Very often we know how to avoid a conflict or a fight, without using violence, but we don’t use that knowledge

**Consolidate learnings from the exercise.**



## F3.a: ‘I’ statement <sup>22</sup>

 **DURATION**  
40 minutes

 **PROCESS**

- Introduce the idea of ‘I’ statements to the participants, including clear and clean ‘I’ statements that have worked.
- Ask participants to work in pairs. Ask them to prepare one ‘I’ statement each, relating to a current or recurring difficulty which they are facing in their lives. Partners can help each other to make their statements clear and clean.
- Ask for a few examples from the participants, giving people an opportunity to comment on them and to

offer suggestions as to how they might be improved.

- Discuss in what ways the ‘I’ statement formula could be useful to participants? In what situations could it be useful? What do they think about it? Can we use this to convince the intimate partner to use condoms or stop being violent or jealous or to refrain from checking mobile history?

### **Information for the ‘I’ statements exercise:**

An ‘I’ statement is a way of expressing clearly your point of view about a situation. It includes an expression of how it is affecting you, and how you would like to see it change. The best “I” statement is free of specific demands and blame. It opens up the area for discussion and leaves the next move to the other person.

<sup>22</sup> Adapted from ‘Stepping Stones: A training package on HIV/AIDS, communication and relationship skills’

We should aim to keep our 'I' statements clear (that is, to the point) and clean (that is, free of blame and judgment).

We should beware of 'you' statements which place blame on someone else, hold them responsible, demand change from them or hold a threat.

**Examples of a 'you' statement:**

"You are so lazy, you never keep the house cleanly swept, you are always late with my food and the children are always crying. I don't know why I married you. You must start to work harder from now on!"

"You are always so drunk when you crash into the house at night. And you never give me any money to buy food. I don't know why I ever married you. You must stop going to that bar from now on!"

These statements are very judgmental and make the listener feel hemmed-in and thus defensive.

**Examples of an 'I' statement:**

"I feel it will be very good for both of us to have safe sex. I would like us to discuss condom use so that sex is enjoyable and neither of us will worry about getting an infection which can affect us and our loved ones."

"What I'd like is for us to have an understanding of roles which suits us both. I would like you to help me in keeping good health and protecting me from violence while I am staying in your brothel and sharing my earnings with you."

These statements carry no blame and are phrased not to annoy the listener. The expectations within them are presented in a non-judgmental manner (there is no "you must...") and are not accusing the listener.

They state the speaker's expectations or hopes, but they do not demand that they be met.

**'I' statement formula**

**The action:** "When..." Make it as specific and non-judgmental as possible, e.g. "When you come home at night..."

**My response:** "I feel..." Say "I feel..." rather than "I think..." and keep it to your own feelings: For instance "I feel hurt/sad/happy/disappointed/ignored" Not: "I feel that you are being mean!"

**Reason:** "...because..." If you think an explanation helps, you can add one here. But make sure it is still non-blaming. e.g. "...because I like to spend time with you."

**Suggestions:** "What I'd like is..." A statement of the change you would like. It is OK to say what you want, but not to demand it of the other person, e.g. "What I'd like is for us to discuss this" or "What I'd like is to make arrangements that we can both keep", not "You must stop being so lazy!"

- This is a structured format and may seem strange to start with. It takes time to adopt new skills and to begin to use them automatically or reflexively. Adapt the language to suit your situation.
- Try to use it first in an easy context, with a friend over a small problem. You can begin just by saying "I feel happy when..." and see how it works.
- Then as you gain practice in using it, you can try it with a friend in more difficult situations. You can start to try out "I feel unhappy when..."
- When you feel OK with that, you could try out "I feel happy when..." with your partner.
- Finally, you can try out "I feel unhappy/

sad/frustrated when..." with your partner. This sounds very daunting but it is possible to learn.

- This is a useful way of separating feelings and facts in order to clarify what a problem really is. The formula may seem strange and unfamiliar, but with practice it can become an automatic reaction rather than a laboured response. It is considerably different from our usual speech patterns and needs practice.
- It is worth pointing out that it can be used at work, at the market or the shops, with friends, on public transport or at any time when you feel that your needs are not being met. It is not just for use with a partner!

## F4: Supporting change: How to prevent others from committing violence

 **DURATION**  
40 minutes

 **PROCESS**

- Link with F-2 in which we have discussed various problems/barriers / difficulties in moving from Helpless Witness of Violence to Preventer of Violence. Explain that preventing others from committing violence needs to be done in two different ways
  1. Stop a person from committing a violent act just before he is about to inflict violence on their partner.
  2. Support the persons who normally inflict violence on others/ partners so that they can restrain from being violent in their relationships.
- Explain that stopping a person from inflicting violence just before or during the violent act takes a lot of courage because it involves intervening when you see violence or the threat of violence. It is a tricky skill because it is important not to put yourself or others in harm's way or respond to violence with more violence. It is important to identify safe ways to interrupt a violent or potentially violent situation, even when it involves strangers. But it is not impossible.
- Explain that we have seen that violence is an outcome of 'power relationships' and if you want to prevent violence, you must have 'more power' than the perpetrator.
- Ask what kind of power might be required- is it only physical or any other. Facilitate in such a way that they would

know that physical power could be helpful but what is more important is to have moral power that a person can earn from practicing what he is preaching i.e. by learning to refrain from being violent.

- Narrate the following story

*Shiva visited his village after a long time and visited his friend Ramu. To celebrate the friend's arrival to his place, Ramu instructed his wife to cook meat food and started drinking. The wife served egg curry instead of meat. The intoxicated Ramu became wild and questioned her for not doing the meat food. The wife explained that she did not have money to purchase meat. Ramu became violent and tried to hit his wife using a broken glass. Shiva immediately shouted 'police' 'police' by blowing a whistle. Ramu threw the bottle and went to hide out.*

- Explain that there are creative ways in which we can interrupt potentially dangerous situations, without escalating the violence. Sometimes, just making the aggressor aware that you know about the situation might help mitigate the abuse.
- Inform them about the new international campaign that originated in India, which encourages neighbours to ring the doorbell when they hear possible sounds of abuse and ask an unrelated question, such as “can I borrow some sugar?” These kinds of approaches might be particularly helpful in communities when the situations cannot wait for police intervention. But if you suspect that someone's life is in danger, you should always call 100 right away.
- Brain storm on new ideas where you can creatively stop violence.
- Explain that when we know that a person, a friend, family member or neighbour is an abuser, it is important to have a positive approach, as men who use violence should be supported

to change. But if you remain silent, the abusive person is encouraged to continue to be abusive. Even though it is the abuser who is the only person who can decide to change, you can definitely support and encourage this change and help him to have the healthy relationship that he deserves.

- Ask participants to work in groups and discuss how they can support the friend / family member not to be violent. Give them 10 minutes and then ask the representatives to present a gist of the discussion. Write these on a flip chart as they share and add your inputs if required. This list could include:
  - Never tell an abuser anything his partner has told you;
  - Learn about methods to deal with domestic violence yourself so you can help your friend or family member recognize his violent behaviours;
  - When you see a violence situation, **remember to criticize the behaviour, not the person, or you will only succeed in making him defensive;**
  - Talk to the abuser in a private, calm moment, rather than in public or directly after an abusive incident. Tell him that what you witnessed was not okay, and he needs to get some help. Do not judge but enable the change.
  - Talk to a group of the perpetrator's and victim's friends / family members or well-wishers and together, decide on a course of action
  - Help him to realize the consequences of his behaviour. Offer your support if he chooses to seek help;
  - Your friend or family member may try to blame the victim for the violence. Don't support these feelings or help to justify the violence. Help him recognize that anger is an acceptable emotion but hurting someone is not;
  - Help the abuser focus on the victim's feelings and the serious harm the

victim is experiencing because of the violence;

- Be aware of minimizing, denying and shifting blame and don't support efforts to minimize the severity of the violent behaviour;
  - Stay in touch with your friend or family member about the violence. Be there to support the abuser to change in the long term;
  - Remind your friend or family member that change will create better, healthy relationships with all the people in his life;
  - Take time to acknowledge the abuser's strengths. Put-downs only reinforce the insecurity that is often at the root of his behaviour;
  - Be clear that violence is always a choice. Acknowledge that it takes courage to talk about violence and to seek help to change. Offer your support if he chooses to seek help;
  - Convince the abuser that getting professional help is important and have a list of resources ready;
  - Help the abuser to accept responsibility for the violence. Violence does not happen because one is "provoked" or "drunk". Violence is used to gain power over another;
  - Don't give up. Behavioural changes take a long time.
  - **Set an example by having healthy relationships in your own life.**
- Divide participants into small groups and give them different situations. Ask them to discuss what their usual response to these situations would have been. Ask them also to discuss if that response would change in the changed circumstances. Ask them to show both responses through role plays.
    - **Situation 1:** A neighbour is beating his lover severely in your presence.
    - **Situation 2:** Your friend is ridiculing his wife in front of you.
    - **Situation 3:** Your partner's friend is hurt severely by her partner and needs immediate hospitalisation.
    - **Situation 4:** You are returning from work at night. An FSW who is not known to you is being assaulted by two rowdies.
    - **Situation 5:** Your sister loves your friend who does not belong to your caste. Elders from your family are planning to get her forcibly married to another man.
    - **Situation 6:** You are travelling in a crowded bus. You see a young boy pushing against a young girl who is standing in front of him. The girl warns him twice to stand properly without much impact.
  - After the role plays are over facilitate a discussion around the following:
    - Is there a shift in the response?
    - Will the changed response help in reducing violence? In what way?

### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board.

# F5: Support women who are victims of violence (Optional)

 **DURATION**  
30 minutes

 **PROCESS**

Introduce the idea that they have come a long way in the workshop and with practice they would be able to sharpen their skills to support others and change themselves positively. They can also go further and support women who are victims of violence in various ways.

- Divide the group into small groups and assign the following roles to each group
  - Family members - father, brother, father-in-law, brother-in-law
  - Friends - of husband/ partner, victim's friend's partner/ husband
  - Members of the group supporting the victims of domestic violence

Now introduce a role play. Ask one of them to play the victim of violence, inflicted on her by her husband/ partner. Ask her to go to each group and ask for support. Tell the group members to offer support remaining in their role.

After the role play is over, ask the volunteer who played the victim's role the following:

- What/ how did she feel when she received support?
- What kind of support had she expected?

Ask the supporters the following:

- What more they could have done?
- Was the support appropriate to the needs of the victim?/

Add your inputs if required. Tell them that to support the victims of domestic violence they need to

- Listen to what she has to say and let her take her time.
- Believe what she is saying.
- Respect her feelings and decisions/ choices
- Offer positive support
- Talk to her and help her to open up. You may have to try several times before she will confide in you
- Try to be direct and start by saying something like, "I'm worried about you because ....." or "I'm concerned about your safety..."
- Reassure her that the abuse is not her fault and that you are there for her
- Focus on supporting her and building her self confidence
- Acknowledge her strengths and frequently remind her that she is coping well with a challenging and stressful situation
- An abused woman is often very isolated and has no meaningful support – help her to develop or to keep in touch with her outside contacts. This can help to boost her self esteem.
- Be patient. It can take time for a woman to recognise she is being abused and even longer to take safe and permanent decisions about what to do. Recognising the problem is an important first step
- Encourage her to think of ways in which she and her children can keep safe and offer support if required
- Explain to her the pros and cons of seeking help from a women's

organization that supports victims of domestic violence or the police or a counsellor/ lawyer and allow her to make a choice. (She may take time to decide, but do not worry). If she makes a choice to seek help, help her connect to the agency/ individual as per her choice. If she refuses to seek help from above sources, don't feel insulted, it is ultimately her decision.

- Offer to help her in talking to her perpetrator if she wants. But remember that your initiative may upset the perpetrator if you are about the same age as he is, as he may question your relationship with her / or he may abuse her further by making allegations that she is in relationship with you – so be careful.

- Also explains the following don'ts
  - Don't interrogate or ask questions like “What were you wearing?” or “What were you doing so late in the night?”
  - Don't blame her for the abuse
  - Don't judge her or advise her on how she should have behaved

### ***Consolidation of learnings from the exercise***

- Ask participants to share their learnings from the exercise and consolidate them. Write (or draw pictures illustrating) the points as they share them on a chart paper and display it on the flip chart board.



# F6: From Violence to Respect in Relationships

- Divide the participants into small groups with five or six members in each group, and ask them to perform a short role play or skit.
  - Ask two groups to present scenarios from an intimate relationship which depicts violence. Explain that the violence can be physical but does not necessarily have to be. Ask them to try to be realistic, using their own stories or stories of persons and incidents that they have witnessed or they have heard about in their communities. Alternatively you can use the instances from F 2 where participants have shared various situations that lead to conflict.
  - Ask the other groups to also present a role-play of an intimate relationship but based on mutual respect. There may be conflicts or differences of opinion, but the presentation should show respect in the relationship and should not include violence.
  - Give the groups 10 minutes to develop the role play and then ask them to present it in the forum.
  - Allot 5 to 7 minutes to each group to present their role plays.
  - Ask the other groups to observe the role plays.
  - After all the role-plays are finished, make a list of the characteristics of a **violent relationship** in consultation with all the participants and write it on a flip chart. Encourage the participants to reflect on the different forms of violence in intimate relationships (control, coercion, shouting etc.) as well as physical violence. Use the role plays as the reference point but ask them to go beyond the role plays.
  - Follow it with a list of characteristics of **the individual** in the role plays that were presented, which demonstrated violence. They may include in the list, characteristics of such behavior that they may have observed in real life too.
  - Follow it with the characteristics of **the individual and relationship** which were reflected in the role plays that showed respect towards each other. Ask the group to think about what is necessary to achieve a relationship based on respect.
  - Facilitate a discussion around the following points
    - Were the situations shown in the role plays realistic?
    - Do we see similar things in our daily life?
    - What could be the causes of violence in these relationships?
    - Are the examples of a healthy relationship that were shown in the role plays realistic? Is it possible to construct an intimate relationship based on respect?
    - What can each individual do to develop healthy intimate relationships?
    - Is the use of condoms a sign of a healthy relationship?
- Consolidation of learnings from the exercise**
- Ask participants to share their learnings from the exercise and consolidate them. Write (draw pictures showing) the points as they share on a chart paper and display it on the flip chart board.

## F7: Developing action plans for change

 **DURATION**  
40 minutes

 **PROCESS**

- Explain that we are almost close to the end of the series of workshops. During this workshop series we have gained a lot of information, equipped ourselves with knowledge, skills that are needed for changing our lives for the better and learnt to question our attitudes/mind sets that we are conditioned to, due to our upbringing and socio-cultural environment.
- Let us do a recap and consolidate what we have learnt and then develop an action plan to protect ourselves from violence and unsafe sexual practices.
- Divide them into small groups and give them chart papers and markers. Ask them to consolidate their learning under three columns. Knowledge (new inputs gained and understanding the real situation), skills (ability acquired to tackle the situation )and attitude (perspective building or change in behaviour).
- Ask the groups to present them and consolidate. Probe if they have left out any points. Ensure that they recall the learning. Paste all the drawings on the wall and ask participants to take a look at all the pictures. With the help of the pictures fill in the gaps if any and consolidate the final learning from all the workshops.
- Now ask them to work in the same groups and prepare an action plan for themselves and as a group.
- They can use the following format:



S. No.	Brief description of action	Objective of the action	Deadline to complete the action	Responsible person	Support needed
1	Identify triggers that initiate violence or typical situations in which you've been abusive in the past.				
2	Identify physical, emotional and mental warning signals				
3	Calm yourself				
4	Examine your actions				
5	Try to talk it out and reduce tension				
6	Build skills in assertive communication				
7	Build skills in conflict resolution				
8	Any other				
9	Any other				

- Ask them to present the action plans. Offer feedback and if they feel it is valid ask them to modify and finalise their respective action plans.
- Congratulate them on making the action plans and suggest that they should monitor the progress of their actions on a regular basis.

# Closing<sup>23</sup>

 **DURATION**  
20 minutes

 **PROCESS**

- Ask the participants to stand in a circle. Start by pretending to give an imaginary gift to the person on your left which she can use to ensure a safe and secure future. Ask the person to accept the gift, say thank you, and relate how she would use it. Then she should give a gift to the next person. Continue till everybody has given gifts to each other.
- Thank everybody and remind them that though the workshops are over, they should keep meeting and supporting each other.
- Ask them to join hands and take an oath to remain committed to make their lives happy and free from violence.



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<sup>23</sup> Adapted from 'Stepping Stones: A training package on HIV/AIDS, communication and relationship skills'



# BACKGROUND MATERIAL

## Background Material 1: GENDER TERMS

### **Gender**

Socially-constructed roles and responsibilities of women and men in a given place or culture are called gender. These roles are influenced by perceptions and expectations arising from cultural, political, environmental, economic, social, and religious factors, as well as custom, law, class, ethnicity, and individual or institutional bias. Gender attitudes and behaviours are learned through socialization and are changeable.

### **Sex**

The biologically-determined differences between men and women are called 'Sex'. These differences are generally unchangeable and universal.

### **Gender norms**

Gender norms define what society considers male and female behaviour, and it leads to the formation of gender roles, which are the roles males and females are expected to take in society. These have changed significantly over the years and they continue to evolve.

### **Gender roles**

The activities ascribed to men and women on the basis of perceived differences. "Division of labour" is a term used in gender literature to mean the roles and tasks assigned to women and men on the

basis of perceived gender characteristics and attributes, instead of ability and skills. Gender roles and responsibilities vary among cultures and can change over time.

### **Gender relations**

Gender relations refer to the division of power between women and men in their family lives, education, in the labour market, in politics, etc. Gender relations are not static but are constantly changing due to the economic development, legislative or political changes, and social or cultural factors.

### **Gender division of labour**

The roles, responsibilities, and activities assigned to women and men based on gender.

### **Gender analysis**

Gender analysis is the examination of information on gender differences and social relations in order to identify, understand and redress gender inequalities. A gender analysis poses at least two broad questions: How will gender relations affect the achievement of sustainable results? How will the proposed results of a project affect gender relations and the relative status of women?

### **Gender disparities**

Gender disparities refer to differences in men's/boys' and women's/girls' access to education, health, services, resources, status and power. Gender disparities often favour

men and are institutionalized through laws and customs. Gender disparities may contribute to or result in de facto or de jure gender discrimination.

### **Gender discrimination (CEDAW)**

Any distinction, exclusion or restriction made on the basis of sex, which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, of their human rights and fundamental freedoms in the political, social, civil, cultural or any other field is called as gender discrimination.

### **Gender equity**

Gender equity is the process of being fair to women and men. Gender equity refers to the condition in which women and men participate as equals, have equal access to resources, and equal opportunities to exercise control. Gender equity strategies are used to eventually gain gender equality. Equity is the means; equality is the result.

### **Gender equality**

Gender equality permits women and men equal enjoyment of human rights, socially valued goods, opportunities, resources, freedom of choice and the benefits from development. Gender equality also means that nobody can impose any gender roles on women or men. Gender equity is a process and gender equality is an outcome.

### **Gender integration**

Gender integration means taking into account both the differences and the inequalities between women and men in programme planning, implementation and evaluation. The roles of women and men and their relative power affect who does what in carrying out an activity and who benefits.

### **Women's empowerment**

Women's empowerment refers to women acquiring an ability to control their own lives, enabling them to take advantage of their rights and skills and to improve their access to and control over various resources (political, economic, information, etc.).

### **Gender mainstreaming**

Gender mainstreaming is a strategy which is aimed at achieving gender equality. It means mainstreaming a gender perspective at two levels: as a cross-cutting issue into all policies, programmes, and projects; and through specific activities aimed at achieving women's empowerment.

### **Gender sensitive**

Awareness of the differences between women's and men's needs, roles, responsibilities, and constraints is being gender sensitive.

### **Women's triple roles**

Women's roles in most societies fall into three categories: productive (relating to production of goods for consumption or income through work in or outside the home), reproductive (relating to domestic or household tasks associated with creating and sustaining children and family), and community management (relating to tasks and responsibilities carried out for the benefit of the community). Women must balance the demands of these three different roles and should be recognized for their contributions.

#### **Sources:**

Gender and Development, The CEDPA Training Manual Series Volume III. Centre for Development and Population Activities, 1996.

Gender Mainstreaming in Development Cooperation. Open Society, p.b.c. – ProEquality Centre, July 2010.  
[http://al.odu.edu/gpis/docs/gender\\_in\\_development\\_matters.pdf](http://al.odu.edu/gpis/docs/gender_in_development_matters.pdf)

# Background Material 2:

## GENDER AND VIOLENCE

Gender-based violence (GBV) is used to distinguish common violence from violence that targets individuals or groups of individuals on the basis of their gender. The majority of GBV cases are directed towards women and girls, but boys and men can also be victims. GBV is based on women's subordinate status in society. It includes any act or threat by men or male dominated institutions that inflict physical, sexual, or psychological harm on a woman or girl because of their gender.

Gender-based violence includes physical, sexual and psychological violence such as domestic violence; sexual abuse and harm, including rape and sexual abuse of children by family members; female infanticide, forced pregnancy; sexual slavery; traditional practices harmful to women, such as honour killings, burning or acid throwing, female genital mutilation, dowry-related violence; violence in armed conflict, such as murder and rape; and emotional abuse, such as coercion and abusive language and other discriminatory practices based on gender.

In most cultures, traditional beliefs, norms and social institutions legitimize and therefore perpetuate violence against women.

Trafficking of women and girls for prostitution, forced marriage, sexual harassment, spousal abuse and intimidation at work are additional examples of violence against women. Gender violence occurs in both the 'public' and 'private' spheres. Such violence not only occurs in the family and

in the general community, but is sometimes also perpetuated by the state through policies or the actions of agents of the state such as the police, military or immigration authorities. Gender-based violence happens in all societies, across all social classes, with women particularly at risk from men they know.

Gender-based violence is violence that is directed against a person on the basis of gender or sex. It includes acts that inflict physical, mental, or sexual harm or suffering, threats of such acts, coercion and other deprivations of liberty. While women, men, boys, and girls can be victims of gender-based violence, women and girls are the main victims.

Acts of gender-based violence have been grouped into five categories:

- Sexual violence;
- Physical violence;
- Emotional and psychological violence;
- Harmful traditional practices;
- Socio-economic violence.

## PHYSICAL VIOLENCE

TYPE OF ACT	DESCRIPTION / EXAMPLES	CAN BE PERPETRATED BY
Physical assault	Beating, punching, kicking, biting, burning, maiming, or killing, with or without weapons; often used in combination with other forms of sexual and gender-based violence	Spouse, intimate partner, family member, friend, acquaintance, stranger, anyone in position of power, members of parties to a conflict
Trafficking, slavery	Selling and/or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs	Any person in a position of power or control

## EMOTIONAL AND PSYCHOLOGICAL VIOLENCE

TYPE OF ACT	DESCRIPTION / EXAMPLES	CAN BE PERPETRATED BY
Abuse/ Humiliation	Non-sexual verbal abuse that is insulting, degrading, demeaning; compelling the victim/survivor to engage in humiliating acts, whether in public or private; denying basic expenses for family survival	Anyone in a position of power and control; often perpetrated by spouses, intimate partners, or family members in a position of authority
Confinement	Isolating a person from friends/family, restricting movements, deprivation of liberty, or obstruction/restriction of the right to free movement	Anyone in a position of power and control; often perpetrated by spouses, intimate partners, or family members in a position of authority

## SEXUAL VIOLENCE

TYPE OF ACT	DESCRIPTION / EXAMPLES	CAN BE PERPETRATED BY
Rape and marital rape	The invasion of any part of the body of the victim or of the perpetrator with a sexual organ, or of the anal or genital opening of the victim with any object or any other part of the body by force, threat of force, coercion, taking advantage of a coercive environment, or against a person incapable of giving genuine consent (International Criminal Court)	Any person in a position of power, authority and control, including husband, intimate partner, or caregiver
Child sexual abuse, defilement, and incest	Any act where a child is used for sexual gratification. Any sexual relations/interaction with a child	Someone the child trusts, including parent, sibling, extended family member, friend or stranger, teacher, elder, leader or any other caregiver, anyone in a position of power, authority and control over a child
Forced sodomy/ anal rape	Forced/coerced anal intercourse, usually male-to-male or male-to-female	Any person in a position of power, authority and control
Attempted rape or attempted forced sodomy/ anal rape	Attempted forced/coerced intercourse; no penetration	Any person in a position of power, authority and control
Sexual abuse	Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions	Any person in a position of power, authority and control, family/community members, co-workers, including supervisors, strangers
Sexual exploitation	Any abuse of a position of vulnerability, differential power, or trust for sexual purposes; this includes profiting monetarily, socially or politically from the sexual exploitation of another	Anyone in a position of power, influence, control, including humanitarian aid workers, soldiers/officials at checkpoints, teachers, smugglers, trafficking networks

	(IASC); sexual exploitation is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, sexual slavery)	
Forced prostitution (also referred to as sexual exploitation)	Forced/coerced sex trade in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children	Any person in a privileged position, in possession of money or control of material resources and services, perceived as powerful, humanitarian aid workers
Sexual harassment	Any unwelcome, usually repeated and unreciprocated sexual advance, unsolicited sexual attention, demand for sexual access or favours, sexual innuendo or other verbal or physical conduct of a sexual nature, display of pornographic material, when it interferes with work, is made a condition of employment or creates an intimidating, hostile or offensive work environment	Employers, supervisors or colleagues, any person in a position of power, authority, or control
Sexual violence as a weapon of war and torture	Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilisation or any other forms to prevent birth, forced pregnancy, forced delivery, and forced child-rearing, amongst others. Sexual violence as a form of torture is defined as any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession, or punishment from the victim or third person, intimidate her or a third person or to destroy, in whole or in part, a national, ethnic, racial or religious group	Often committed, sanctioned, and ordered by military, police, armed groups, or other parties in conflict

## HARMFUL TRADITIONAL PRACTICES

TYPE OF ACT	DESCRIPTION / EXAMPLES	CAN BE PERPETRATED BY
Female genital mutilation (FGM)	Cutting of genital organs for non-medical reasons, usually done at a young age; ranges from partial to total cutting, removal of genitals, stitching whether for cultural or other non-therapeutic reasons; often undergone several times during lifetime, i.e., after delivery or if a girl/woman has been victim of sexual assault	Traditional practitioners, supported, condoned, and assisted by families, religious groups, entire communities and some states
Early marriage	Arranged marriage under the age of legal consent (sexual intercourse in such relationships constitutes statutory rape, as the girls are not legally competent to agree to such unions)	Parents, community and state
Forced marriage	Arranged marriage against the victim's/survivor's wishes; often a dowry is paid to the family; when refused, there are violent and/or abusive consequences	Parent, family members
Honour killing and maiming	Maiming or murdering a woman or girl as punishment for acts considered inappropriate for her gender that are believed to bring shame to the family or community (e.g., pouring acid on a young woman's face as punishment for bringing shame to the family for attempting to marry someone not chosen by the family), or to preserve the honour of the family (i.e., as a redemption for an offence committed by a male member of the family)	Parent, husband, other family members or members of the community

Infanticide and/or neglect	Killing, withholding food, and/or neglecting female children because they are considered to be of less value in a society than male children	Parent, other family members
Denial of education for girls or women	Removing girls from school, prohibiting or obstructing access of girls and women to basic, technical, professional or scientific knowledge	Parents, other family members, community, some states

## SOCIO-ECONOMIC VIOLENCE

TYPE OF ACT	DESCRIPTION / EXAMPLES	CAN BE PERPETRATED BY
Discrimination and/or denial of opportunities, services	Exclusion, denial of access to education, health assistance or remunerated employment; denial of property rights	Family members, society, institutions and organizations, government actors
Social exclusion/ostracism based on sexual orientation	Denial of access to services, social benefits or exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexuals, transsexuals or transvestites	Family members, society, institutions and organizations, government actors
Obstructive legislative practice	Denial of access to exercise and enjoy civil, social, economic, cultural and political rights, mainly to women	Family, community, institutions and state

## Background Material 3: VIOLENCE FACED BY WOMEN AND GIRLS THROUGHOUT THEIR LIVES



Women are stigmatized and subjected to violence even before they are born and continue to do so till the day they die. From sex selection to female foeticide (aborting of female foetuses) and to intimate partner intimidation, the girls and women encounter oppression during infancy, childhood, adolescence, and adulthood. Some of these are confined to

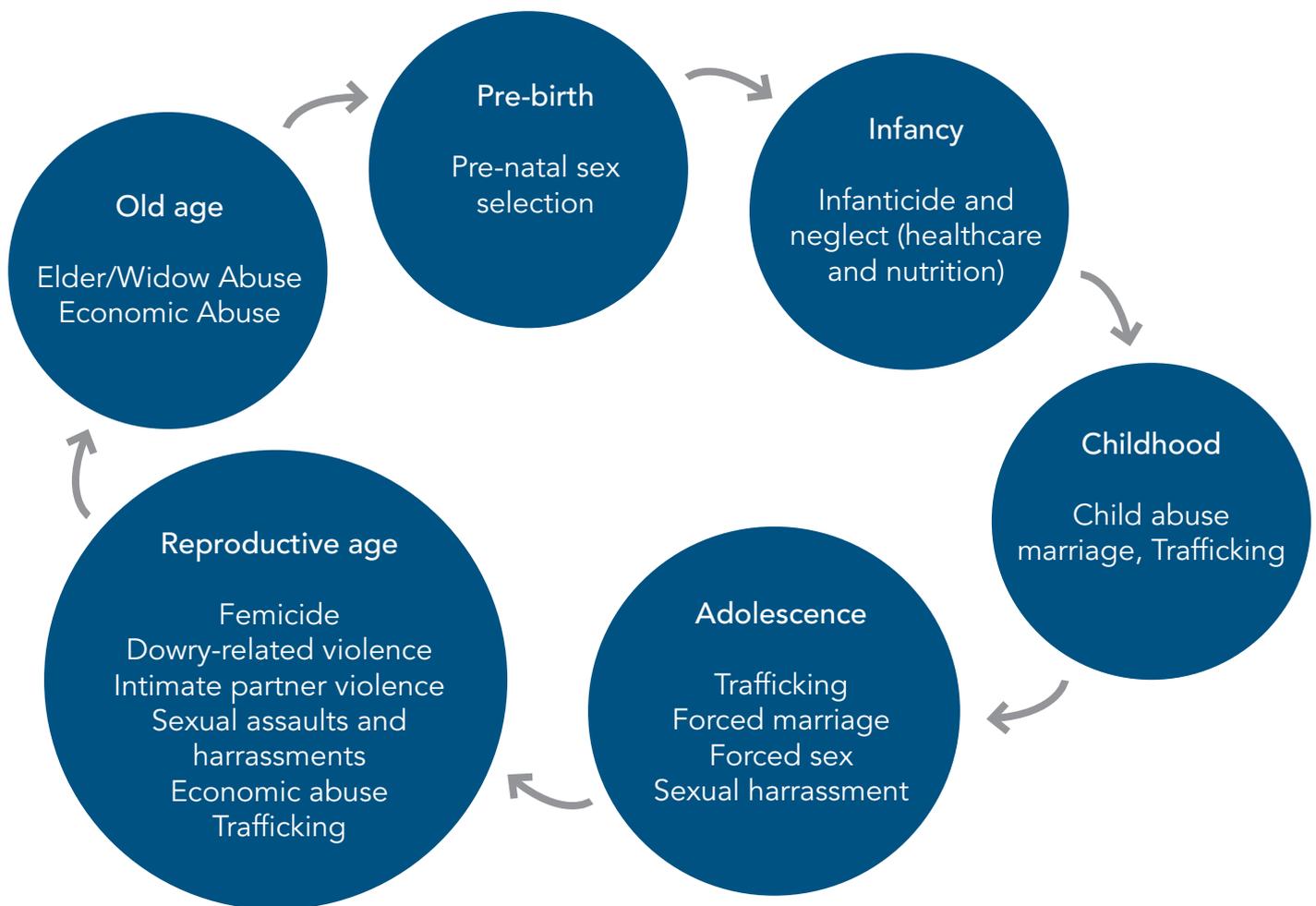
one stage in their lives, some continue into subsequent stages also.

Women and girls are victimized through different types of violence, vulnerability, and harm. Women and girls undergo violence by abusers /perpetrators in their life time. They face discrimination in the food and nutrition, they become

victims to child marriage, victims to child abuse by their relatives and others, face sexual violence during pregnancy, etc. In these manners, she undergoes all forms of violence-physical, sexual, financial and emotional violence and therefore live in a situation filled with shame, fear, devaluation, coercive control, etc.

Violence against women is regarded as acceptable or as normal. Men think they have the right to beat their wives. Poverty and unemployment worsen the violence

against women. It also makes her vulnerable to contract HIV infections. Due to the fear of being stigmatized and/or beaten, women who suspect that they may be infected by HIV hide their symptoms and avoid getting tested. Without being tested, they cannot access HIV services including treatment or counselling and further contribute to the spread of HIV. Women are afraid of violence and hence do not demand safe sex from their husbands/ partners even though they suspect their husbands of sexual promiscuity.



**Source:**

Adapted from Ellsberg and Heise, 2005. Researching Violence against Women: A Practical Guide for Researchers and Activists. WHO and PATH, Geneva: 10; adapted from Watts and Zimmerman. 2002. - Violence against Women: Global Scope and Magnitude, Lancet 359 (9313): 1233, and Shane and Ellsberg. 2002. Violence against Women: Effects on Reproductive Health, Report No 20 (1), PATH, UNFPA, Washington: 2.





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