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This Trainers Manual is prepared not for sale

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Ethiopian Women Lawyers Association

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I. Forward

The main objective of this training manual is to address the fears, questions and reservations coming from law enforcement bodies, service providers and the society. Without a doubt, domestic violence is a complex and demanding issue to deal with. Although all of us, who are concerned with the issue, have made considerable efforts to alleviate this problem, a recent study on domestic violence conducted by WHO, elucidated it's high prevalence in Ethiopia. It made clear that most women experience violence at the place they call home.

The alarming findings of WHO study triggered us to organize this training manual which will enable all stakeholders to work hand in hand to end violence against women and at the same time fulfill their responsibilities as judges, prosecutors or police officers. Moreover, the manual is also meant to bring about permanent change in the attitudes and perception of these people and to build their capacity so that they can discharge their duties to the fullest. Finally, we believe that looking at the problem from different perspectives will be beneficial for all participants.

Yet, as this manual is not based on research findings, we can't claim that it can serve as a standard to address domestic issues. However, it could be useful as a reference to coordinate more training manuals in future.

We would like to acknowledge, the Courts Education Society of B.C. Canada International Development Association (CIDA0, The French Embassy, Ministry of Justice, Federal Supreme Court Juvenile Justice Project Office and the Addis Ababa Police Commission Children Protection Unit, for their generous contributions to assist in the preparation of this directive.

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Finally, for those people who have contributed in giving us helpful opinions and comments for the directive during the campaign of the first and second training, we can only say Thank you and believe that the same will help you all to provide a more effective service to eradicate domestic violence against women.

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Creating an Effective Training Environment

II. Creating an Atmosphere of Safety and Trust

Some of the topics you will be presenting in this training are of emotional nature that could be extremely challenging to the participants. It is therefore very important to be aware of and sensitive to the feelings and comfort level of participants.

You can create a safe and non-judgmental training environment by:

- Acknowledging that some of the topics may be difficult for some and letting participants know that you are available to discuss particular matters with them privately at the end of the training.
- Emphasizing that all discussion of a personal nature that occurs within the classroom is to stay within the classroom and that the sharing of personal information with others who have not attended the workshop is strictly prohibited.
- Limiting personal disclosures to matters that directly pertain to the content being discussed.
- Validating the experiences of each participant and at the same time acknowledging that not everyone will have the same experience.
- Starting up front that while you will do your best to include examples from many different faiths and cultures, you expect the participants to provide additional ones from their own faith or culture.
- Ensuring that all viewpoints and perspectives are heard and respected.
- Working with a co-trainer so in the event that some participants are having difficulty with the content, one of you can continue with the training while the other trainer can be available to support those participants in difficulty.

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III. Facilitating Diversity

When facilitating diversity in the training environment, it is necessary to:

- View each person as an individual and not as a cultural representative.
- Recognize and acknowledge differing perceptions based on individual life experience.
- Avoid using stereotypes when discussing cultural practices.
- Select examples from a variety of cultures and groups.
- Ask participants to share their own experiences and perceptions from their cultural perspective.

- Acknowledge the barriers and discrimination that are still present in the social, health and justice systems.
- Acknowledge that all participants have difficulty facing their own prejudices.
- Openly accept the anger, frustration and misinformation which may arise from participants during discussions of ethnicity, culture and oppression.

IV. Dealing with Prejudice

Even with the best intentions, there may be times when participants say or do something which may be hurtful or disrespectful to someone who is different from them. While there are no easy rules for handling these situations, the following guidelines may be helpful:

- Acknowledge the pain that any prejudicial comment may have caused others in the group, even if you are not aware that there is a representative of that particular group in the room. For example, if a participant makes a comment about someone of the Muslim faith in relation to condoning violence against women, it is important to respond to the comment even if there is no one of this faith in the room. For various reasons, people may not reveal their social identity, personal background or way of life to their peers and colleagues.
- Acknowledge that all of us have misinformation about others, but that we have a choice whether to continue to repeat the misinformation or to correct it. For example, the Koran, the Muslim scriptures, calls for equality between men and women.
- Deal with the statement in a general manner. Try not to single out or embarrass the person who made the comment. Remind participants that we all need to learn more about each other's cultures, religions, class backgrounds, etc.
- Do not call upon members of different groups to take on the role of teacher to the rest of the participants. If a particular participant chooses to share information about his or her culture or faith, ensure that it is safe to do so. Acknowledge the person's courage to speak out and give him or her, the option of giving up that role at any time.
- Stress the importance of viewing things from each person's own worldview. For participants of the dominant culture, who have not experienced discrimination or oppression, the world may look like a pretty positive place. Make it clear that even though an individual had a very good experience with the justice system, another person may experience systemic discrimination.

V. Energizers

There are two energizers that are annexed at the end of this trainers' manual. Use them whenever you feel there is a need for one. You can also ask participants to come up with one. However, you need to know that there is a risk to it because some participants might say something inappropriate or offensive.

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1. Introduction to the Domestic Violence Training Program

This Trainer's Manual is to be used in conjunction with the comprehensive Participant Workbook (PW), which forms part of this training program. It provides the details required to lead the activities outlined in the PW, including key learning points, time allotted, resources, introduction and debrief of exercises, overheads and references to the PW or Resource Reference. The activities can be modified, as desired, depending on the expertise of the trainer. What is most important is to ensure that the key learning outcomes are covered for each activity.

2. Modules

The training is divided into the following modules:

Module 1 Social Context of Domestic Violence

Module 2 International, Regional and National Laws

Module 3 Roles and Challenges of Role-Players in the Justice System

Module 4 Support and Safety Planning

Module 5 Interviewing Skills

3. General Objectives of the Programme

The broad objectives of this integrated training on domestic violence are as follows:

- To provide the participants with an understanding of the social context within which domestic violence occurs.
- To build the participants' skills on how to deal with domestic violence cases in a manner that is sensitive and responsive to the special needs of the victims.
- To provide participants with an understanding of the roles and responsibilities of all role-players in the justice system in relation to domestic violence.
- To create a common understanding of the Ethiopian law in relation to domestic violence amongst all role-players.
- To provide participants with an understanding of their role in supporting victims, and how to assist them in planning for their safety.
- To build and strengthen the participants' interviewing skills.
- To encourage information sharing and build a sense of cooperation amongst all role-players.

For each module, these objectives are translated into specific learning outcomes for participants.

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5. Program at a Glance

5.1. Day 1: Module 1 – Social Context of Domestic Violence

Topics	Activities	Resources	Time	
Welcome and Introduction	Introduce instructor(s)	Overhead projector/ LCD projector & Laptop	90 min	9:00 – 10:30
	Print names on tent cards	2 Flipchart stands and paper		
	Icebreaker – Pairs and large group exercise	Worksheets		
	Expectations and ground rules Creating a safe environment	Markers and Flipchart		
	Provide overview of training	Masking tape and coloured cards		
	Review housekeeping items	Tent cards		
	Introduce objectives for Module 1	Program Objectives – Participant Workbook (PW)		
	Introduce Agenda	▪ Specific Outcomes of Module 1 – PW ▪ Agenda – A 1		
BREAK			**15 min**	**10:30 – 10:45**
Introduction to Social Context	Myths & Realities Activity M1.1	PW	15 min	10:45 – 11:00
Nature & Dynamics of Domestic Violence	Introduce Zenash and her children video/CD-ROM	TV & VCR/ LCD projector & CD-ROM	20 min	11:00 – 11:20
	Debrief Video – Small groups Exercise & Report Back	Zenash and her children video or CD-ROM Question Sheet Zenash and her children – PW	40 min	11:20 – 12:00
	Domestic Violence – Lecture	Overheads (OH's) 1-3 or slides	25 min	12:00 – 12:25
	Exploring domestic violence	Flipchart and markers	15 min	12:25 – 12:40
LUNCH			**60 min**	**12:40 – 13:40**
Nature & Dynamics of Domestic Violence	Causes of Violence – Large Group Brainstorming	Flipcharts and markers	15 min	13:40 – 13:55
	Cycle of Violence – Lecture	OH 4 / slides and PW	35 min	13:55 – 14:30
Challenges of Leaving an Abusive Relationship	Challenges of Leaving – Case Study in Small Groups with Large Group Discussion	PW	30 min	14:30 – 15:00
	Coercion – Brief Lecture	▪ OH 's 5-6 / slides ▪ Flipchart and markers	5 min	15:00 – 15:05
	Power and Control - Presentation	OH 7/ slides and PW	15 min	15:05 – 15:20
BREAK			**15 min**	**15:20– 15:35**
Challenges … (cont'd)	▪ Societal Pressure – Individual Exercise and Large Group Discussion ▪ Answer to the Activity	PW, Flipchart and Markers	35 min	15:35 – 16:10
Q & A; discussion	Q & A; discussion by participants	Parking Lot;	50 min	16:10 – 17:00

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5.2.Day 2: Module 2 – International and National Laws

TOPICS	ACTIVITIES	RESOURCES	TIME	
Check-in and Introduction	Q & A Introduce objectives for module 2 Review Agenda	Expected Outcomes of Module 2 – PW Agenda – Flipchart 1	10 min	8:30 – 8:40
International and Regional Human Rights Instruments Relevant to Domestic Violence	Presentation & discussion	OHs/slides PW	30 min	8:40 – 9:10
Victims' Rights	Comparison with International Rights – Pairs Exercise and Discussion	Comparison Table PW	35 min	9:10 – 9:45
The EPRDF Constitution	Presentation & discussion	OHs/slides	15 min	9:45 – 10:00
The Revised Criminal Code	Presentation & discussion	OHs/slides PW	40 min	10:00– 10:40
BREAK			20 min	10:40 – 11:00
Overview of Laws cont'd	Strengths & Weaknesses – Small Group Exercise	PW Flipchart paper and markers	40 min	11:00 – 11:40
Comparative Analysis: The South African Experience	South African experience – Presentation & discussion	OHs/slides	40 min	11:40 – 12:20
Q & A; Discussion	Q & A; discussion by participants	Parking Lot	20 min	12:20 – 12:40
LUNCH			60 min	12:40 – 13:40

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5.3. Module 3 – Roles and Challenges

Topics	Activities	Resources	Time	
Check-in and Introduction	Q & A Introduce objectives for module 3 Review Agenda	Expected Outcomes of Module 3 – PW Agenda – Flipchart 1	10 min	13:40 – 13:50
Introduction to Module 3	Selamawit and Markos Case Study: Roles – Individual Exercise and Large Group Discussion	PW	40 min	13:50 – 14:30
	General Expectations – Presentation	OH 1	5 min	14:30 – 14:35
Involvement of Role Players	Points of Entry – Small Group Exercise and Discussion	PW	75	14:35 – 15:50
BREAK			15 min	15:50 – 16:05
Roles and Duties	Various Roles – Presentation	OH's	30 min	16:05 – 16:35
Roles and Duties (cont'd)	Various Roles – Presentation	OH's	30 min	16:35 – 17:05
Closing the case	Homework	PW	5 min	17:05 – U7:10
Q & A; Discussion		Parking Lot	20 min	17:10 – 17:30

5.4. Day 3: Module 4 - Safety Assessment and Safety Planning

Topics	Activities	Resources	Time	
Check-in and Introduction	Q & A Introduce objectives for module 4 Review Agenda	Expected Outcomes of Module 4 – PW Agenda – Flipchart 1	10 min	8:30 - 8:40
Supporting Victims Through the Criminal Justice System	Understanding Survival Strategies – Presentation	OHs/slides & PW	10 min	8:40 – 8:50
	Supporting Victims – Large Group Brainstorming and Presentation	Flipchart paper and Markers OH	20 min	8:50 -9:10
Safety Assessment and Planning	Principles of a Safety Assessment and Planning – Presentation	OH/slide	15 min	9:10 – 9:25
Safety Assessment and Planning (cont'd)	Identifying Components of Effective Safety Plan – Small Group Exercise & Report Back	Flipchart paper and Markers	60 min	9:25 – 10:25
BREAK			15 min	10:25 – 10:40
	Identifying the Safety Assessment and Planning Factors – Small Group Brainstorming & Report Back	Flipchart paper and Markers	45 min	10:40– 11:25
	Preparing a Safety Plan – Case study in Small Groups & Report Back (Optional)	Flipchart paper; Markers; PW		
Recap of Module 4			5 min	11:25– 11:30

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5.5. MODULE 5: INTERVIEWING SKILLS

TOPICS	ACTIVITIES	RESOURCES	TIME	
Objectives and Agenda	Introduce objectives for Module 5	Expected Outcomes of Module 5 – PW Agenda (A – 5); PW	10 min	11:30 – 11:40
Communication Skills	Communication skills – Self-Assessment Activity & discussion	Table in the PW	20 min	11:40 – 12:00
Non-verbal & Verbal Communication	Role-play Activity & discussion		15 min	12:00 – 12:15
Ten Principles to Good Communication	Ten Principles – Lecture & discussion	OH/slide; PW	30 min	12:15 – 12:45
LUNCH			60 min	12:45 – 13:45
Communication Barriers	Communication Barriers – Lecture & discussion	OH/slide; PW	30 min	13:45 – 13:15
Interviewing skills	Interviewing – Interactive Presentation	OHs/slides; PW	45 min	13:15 – 14:00
Strategies when Requested to Withdraw Charge(s)	Brainstorming	Flipchart; PW	10 min	14:00 – 14:10
Culturally Responsive Interviewing	Mini-lecture & discussion	OHs/slides; PW	15 min	14:10 -14:25
Personal Biases	Personal Biases – Individual Exercise	PW	30 min	14:25 – 14:55
Interviewing strategy	Developing Strategies – Film viewing & discussion	CD/Video; PW	30 min	14:55 – 15:25
Q & A; discussion	Q & A; Discussion by participants	Parking Lot	20 min	15:25 – 15:45
BREAK			15 min	15:45 – 15:55
Evaluation of the training	Evaluation by participants	Evaluation form	15 min	15:55 – 16:10
Briefing on the methodology of the training	Briefing on the methodology	Trainers' manual	20 min	16:10 – 16:30
Closing of the Training			20 min	16:30 – 16:50

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MODULE 1

SOCIAL CONTEXT OF DOMESTIC VIOLENCE

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6. Social Context of Domestic Violence

6.1. OBJECTIVES

- To inform participants of the social context within which domestic violence takes place.
- To enable participants to handle domestic violence cases in a manner that is sensitive and response to the special needs of victims.

6.2. Specific outcomes

Upon successful completion of this module, participants will be able to:

- Describe the nature and dynamics of domestic violence.
- Identify the reasons why women remain in or return to violent relationships a number of times before engaging in the justice system.
- Understand the social, economic and interpersonal factors that usually contribute to domestic violence.
- Recognize the ways their own values and beliefs affect their ability to respond to domestic violence, and the impact of these values and beliefs on decision-making.

Welcome, Introductions and Agenda

Overhead Projector/Laptop and LCD projector; Tent cards; Flipchart Stand and Paper; Markers; Icebreaker Worksheets; PW; Agenda A – 1

1. Welcome participants and introduce yourself.
2. Have participants print their names on tent cards.
3. Using the following icebreaker activity, have participants introduce themselves using the questions provided.

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6.3. Icebreaker Activity

Note: *This icebreaker activity can be replaced with any other activity that the instructor is comfortable with.*

Purpose:
To enable participants to meet each other and get acquainted.

Instructions:

- Develop a list of not more than three questions to be used during this activity. Ensure that your questions are comfortable and interesting, but not very intruding, e.g.
  - ➢ 'Please, tell me few things about yourself and your family.'
  - ➢ 'What made you choose your profession?'

- ➢ 'What is your biggest dream in life?'
- ➢ 'What is your biggest accomplishment or what do you feel most proud of in your life.

- Have participants **select a partner** whom they do not already know. Their task will be to briefly interview each other based on the Icebreaker Interview Questions, and then report back to the larger group.
- Distribute **Icebreaker Interview Worksheet**. Give questions, and allow participants to write them down on their worksheets.
- Have participants begin by introducing themselves to one another. Allot **10 minutes** for this process.
- Ask each person to introduce his or her partner to the larger group and share one training expectation. Allot **20 minutes** for this segment.
- Debrief this activity by commenting on the experience of the group.

Expectations, Rules and Agenda

- Allow participants to give you their **expectations** from this training, and note them down on the Flipchart. Ensure that you appreciate and show respect to every expectation offered. Alternatively provide participants with coloured cards and ask them to write their expectations and then post them on the wall.
- Explain the purpose of the **Parking Lot** (posted flipchart paper with this title on top). Participants can record questions, concerns or suggestions regarding the content on the flipchart paper. You will review the items listed throughout the day and respond wherever possible. As the items are addressed, cross them out on the flipchart.
- With the help of participants, set **ground rules** for this training, e.g. all cellular phones must be switched off during all training sessions.
- Review **housekeeping** details: breaks, start and finish times, etc.
- Provide an overview of the **PW**. Let participants know that all of the training content and activities are in the PW, and that you will direct them to the PW, as required for a particular activity. Point out that they will not be following the PW continually throughout the training, as some of the information will actually be elicited from them in brainstorming activities or group work. Let them know that the PW has been designed to take the form of a workbook.
- Introduce the **General Program Objectives**, Module 1 Objectives Specific Outcomes (PW) and Agenda (A – 1) in the PW. Stress that the effectiveness of the training is dependent upon everyone participating in the activities.

SHORT BREAK FOR 15 MINUTES

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7. Social Context Introduction

- For **5 minutes**, briefly introduce the topic of Social Context using your background and the introductory content in the PW.
- Refer participants to the questionnaire in the PW and introduce the activity.

Activity M1.1: Myths and Realities Debate
15 minutes
Questionnaire (PW)
Purpose:
To allow participants to explore some of their personal beliefs about domestic violence.

Instructions:

- Have participants take **5 minutes** to complete the questionnaire in the PW.
- Tell participants that they will **not be required to share** their responses with the larger class.
- After **5 minutes**, refer participants to "Myths and Realities" Answer Section at the back of the module. For the next 5 minutes, allow them to compare their responses with the Myths and Realities Answers.
- For the last **5 minutes**, debrief the activity. Tell participants that the questionnaire is not being taken up in detail because it is meant simply to introduce the topic of domestic violence and lead-in to the Zenash and her children Video/CD-ROM, which will be shown in the next activity.

7.1. Nature and Dynamics of Domestic Violence

This topic will be introduced with the following video/CD-ROM and 'Question and Answer' Activity.

Activity M1.2: Zenash and her Children Video and Discussion

20 minutes
TV/VCR/CD-ROM; Zenash and her Children Video/CD-ROM; Discussion Questions (PW)

Purpose:

To introduce the topic and stimulate discussion on domestic violence.

Instructions:

- Allocate **5 minutes** to introduce the **Video/CD-ROM** to the group. Use the introductory content from the PW, and expand upon it as you wish. The purpose of the Zenash and her Children video at this point in the session is to have participants connect to the **emotional** aspect of domestic violence, rather than just looking at it from the point of view of their job.
- Allow participants to view the video/CD-ROM for **10 minutes**.
- Break participants into small groups of 4 – 6.
- Refer the groups to the **discussion questions** listed in the PW.

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- Allow groups to discuss the questions for **15 minutes**.
- Have small groups return to the **plenary** for further discussion for **15 minutes**.
- Ask participants not to repeat what has already been said to avoid wasting time.

Note: *To avoid wasting time, the groups that follow after the first group need not repeat answers already given.*

QUESTION SHEET AND ANSWERS TO ACTIVITY M1.2

1. Why did Belay beat Zenash?

   The core reason for Belay to beat Zenash is his need to assert his dominance and control over her. He has a sense of entitlement and male privilege. He may have asserted his superiority and power over her in the past and since there were no consequences and he got his way he will continue to do it again and again.

2. Why do you think Zenash attempted to hide the abuse from others?

   There may be a number of reasons:
   - She may not want to bring shame on the family.
   - She may have been embarrassed.
   - She may have feared further abuse and harm.
   - She may love Belay.
   - She may have thought that she will not be believed.
   - She may normalize the behaviour
   - She may fear the police or think no one will do anything anyway, so why bother to report
   - She may not have faith in the justice system or believe that it will solve her problem.

3. Why did the police not accept charges against Zenash the first time? Are police still hesitant to interfere? Why or why not?

   The police perceived the problem between Zenash and Belay as a simple family disputes that could be solved without the interference of the police. Belay convinced the police that Zenash was at fault, and the police may have believed him because of their own gender stereotypes.

4. How were the children impacted? What other effects might children feel from witnessing the abuse that were not evident in the video?

   The children were emotionally affected by the violence, and were obviously afraid of Belay. The fact that they were not able to diffuse the violence may have overwhelmed them with a feeling of hopelessness and helplessness.

   Some of the other problems that children may experience include:
   - Psychological problems or a range of abnormal emotional reaction to situations, e.g.
     - Post-traumatic stress or guilt from feeling responsible for the violence;
     - Ambivalence over identification with the abuse;
     - Grief over the loss of the way life used to be;
     - Low self-esteem;
     - Anxiety from anticipating when the next violent outbreak will occur;
     - Fear of abandonment if one parent should die or be seriously injured from the violence; etc.
   - Behavioural problems (becoming aggressive or withdrawn, learning difficulties at school, difficulties in building healthy relationships with peers and other adults; etc.)

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- Where domestic violence results in spousal murder, children usually suffer negative consequences of one parent's death and the possible imprisonment of the other.
- Children may be accidentally injured when they attempt to stop a violent incident against the victim.
- Children may learn abuse as a conflict resolution tactic and begin to legitimize violence in family relationships.
- There may be victims of misdirected anger. Some abused mothers have a tendency of venting their anger and frustration on their innocent children.

5. Why did the neighbours not interfere initially?

   In the beginning, Zenash's neighbours were reluctant to intervene because they perceived domestic violence as a private matter. Apparently, some believed that Zenash should have done something to provoke the abuse, and therefore deserved physical and emotional punishment or retaliation.

6. Why did Zenash stay with Belay for so long?

   - She was told that it is normal for women to endure such hardship and that she needed to persevere.
   - She may have anticipated and feared further retaliation.
   - She may have felt hopeless, due to past inadequate responses from the family, neighbours or law enforcement agents.
   - She may have feared what would happen to her and her children if she left Belay.
   - She may have believed that her children belong at home with their father.
   - She may have thought that she and her children would not survive without her husband income.
   - She may have been embarrassed by the abuse.
   - She may have believed that Belay was abusing her because of the pressure he claimed to have had at his job, and that things would become normal as soon as the pressure reduces.

7. Do you think Zenash will face any additional obstacles if she decides to leave Belay?
   She could face additional obstacles from her family, friends and her children themselves as a result of the prevailing gender stereotypes. She may also face financial and economic problem.

Lecture on the Nature of Domestic Violence

For the next one hour you will be primarily lecturing, using overheads or slides, and in some instances, having the participants brainstorming the answers. Issues raised in the previous exercise can be included to summarize the key points.

LECTURE ON DOMESTIC VIOLENCE

25 minutes
Overheads 8-11; PW

Purpose:
To introduce and review material in the following areas:

- What is Abuse?
- What is Domestic Violence?
- Magnitude of the Problem

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- What does the law say about Domestic Violence?
- Causes and Contributory Factors of Violence
- Cycle of Violence

Instructions:

- This material will be covered in both a plenary brainstorming and lecture format.
- Throughout this section, use the content in the PW to expand upon your discussion points.
- Do not have participants refer to the PW. Have their attention on you as you review overheads or slides. Encourage brainstorming of ideas.
- Introduce the topic with the brief paragraph from the PW, and/or your own personal knowledge.
- Refer to **overhead/slides # 8 & 9** to outline the general definition of Domestic Violence.
- Refer to **overhead/slide # 10** to outline the general definition of Domestic Relationship.
- Refer to **overhead/slide # 11** to highlight the magnitude of the problem. Use this overhead as a summary, and discuss the points further – based on the content in the PW and your own knowledge.
- Do not get into too much detail here, as this area will be covered more fully in Module 2: Ethiopian Laws and Policies relevant to Domestic Violence. The point is to provide a **general overview only** of what constitutes domestic violence.

7.2. What Does the Law Say about Domestic Violence

Activity M1.3: Exploring Domestic Violence

15 min

PW; Flipchart paper and Markers

Purpose

To provide a general overview of what constitutes domestic violence worldwide and how the Revised Criminal Code defines it.

Instructions

Have participants close their PWs, and in 2 – 5 minutes, ask each of them to describe domestic violence using questions like:

- What does 'domestic violence' look like (visually)?
- What images comes to your mind?
- What form do you think it takes?
- What are the consequences thereof?

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ANSWERS TO ACTIVITY M1.3

- Refer participants briefly to the "Forms of Domestic Violence in terms of the Revised Penal Code" listed in the PW.
- Allow **10 minutes** for plenary discussion. Participants must be invited to give more examples of conduct that may constitute domestic violence in terms of the Revised Penal Code. Note them on the Flipchart.
- Avoid getting into too much detail here, as this area will be covered more fully in Module 2.

LUNCH BREAK FOR 60 MINUTES

7.3. CAUSES AND CONTRIBUTORY FACTORS OF VIOLENCE

Activity M1.4: Causes and Contributory Factors

15 MINUTES

PW; Flipchart paper and Markers

- This is a brainstorming activity.
- Ask the participants to close their PWs, and brainstorm on the following questions:
  - What are some examples of the causes of domestic violence in Ethiopia?
  - What are the contributory factors to domestic violence in Ethiopia?
- Write their answers down on the Flipchart.

ANSWERS TO ACTIVITY M1.4

- Refer participants to the brief list on 'Causes and Contributory Factors of Domestic Violence' provided in the PW.
- As you will notice, the PW reflects very brief information on this topic. Trainers are therefore advised to do extensive reading on the topic from other relevant sources.

7.4. CYCLE OF VIOLENCE

35 min

OH/ slide # 12; PW

Purpose

To understand the common pattern of the violent behaviour of the abuser.

Instructions

- Introduce the Cycle of Violence using the 'Lenore Walker' cycle of violence overhead/slide. Refer to overhead/slide # 12 (also available in the PW).
- You have **35 minutes** to review and discuss the diagram.
- Use the additional text on the PW to explain each phase.

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The Cycle of Violence is used here as a model for understanding violent behaviour. Caution against accepting women's learned helplessness and passivity that can often arise from discussions. Women resist the violence all along and this has to be shown. The abuser will repeatedly use tactics that suppress the victim's resistance.

Also note that domestic violence is a crime that is different from other crimes: The likelihood of repeat violence is common and at most times predictable, the abuser is known ahead of time – the woman usually has had, or is in, an intimate relationship with him: and the woman's ties with the abuser are complex: typically they do not end with intervention.[2]

Understanding the Cycle of Violence

Tension-Building Phase

Tension builds up within the abuser due to family pressures, stress at work, or his own thought patterns, and his behaviour becomes more aggressive and intense regardless of how hard the victim tries to calm him. He also believes he is entitled to control the victim and uses a variety of coercive strategies to abuse, isolate and control women

Stand-over Phase

Because of the abuser's physical strength and frightening and realistic threats to hurt the victim, the victim feels that she is under the abuser's control. The abuser's verbal attacks will further weaken the victim. There is a deliberate and controlled nature to the abuse. Perpetrators batter almost exclusively within the home and in the absence of witnesses (other than children living in the home)

Explosion Phase

A violent outburst or attack occurs, which is usually carried out in an eruption of self-righteous rage. These outbursts are likely to intensify over time.

Remorse Phase

- The abuser may feel or act ashamed or guilty, and afraid of the consequences.
- However, he usually denies or understates the violence and refuses to take responsibility for his actions. He may claim that the victim is responsible for the violence because she provoked him, because she deserved it, or because he was out of control and did not realize what he was doing.
- The victim often believes this reasoning because to admit otherwise would be forcing her to admit that she and perhaps her children are in a dangerous situation.

Pursuit Phase

- It should be remembered that this is when the majority and the most serious of all domestic murders occurs.

[2] ASAP Aid for Safety assessment and Planning BCIFV 2006

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- If the victim leaves the abuser following the violent incident, he will usually try to win her back. This could be also called the 'buy back' phase because the abuser will try to buy back the victim by showering her with expensive gifts, by being loving and attentive, and promising her that he will never hurt her again. If she had already left, the victim may return to the abusive relationship, wanting to believe that the abuser has changed.

Honeymoon Phase

- If reconciliation occurs, the couple, because they were so close to separation and the destruction of their relationship, enters into the period of a very intense, intimate relationship, where neither wants to remember the pain of violence.
- The abuser becomes responsive to the needs of the victim and communication may improve. The victim hopes or believes that the abuser has changed.
- It is usually at this stage that the victim would refuse any kind of help from the service providers. She is likely to withdraw complaints or charges against the abuser.
- Unfortunately, however, in violent relationship, the cycle inevitably continues as the underlying issue of control reappears and the relationship weakens again under the growing weight of tensions.

Limitations of Cycle of Violence

- Even though the cycle of violence happens in most violent relationships, the time between each violent episode may vary from days, weeks, or months.
- Not all victims experience violence in this way. Many victims never experience a Honeymoon Phase.
- It focuses only on the violent incident itself and does not take into consideration that controlling behaviour may be happening all the time.
- It fails to take into account all of the other forms of domestic violence, such as economic, harassment, sexual violence, intimidation or other social factors that contribute to a violent relationship. However, if we carefully give the cycle a broader view, it may apply to other forms of abuse.
- It focuses on intervention where the abuser is taught to control his violent behaviour through anger management and does not address the underlying attitudes and beliefs about the status of women.

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8. Challenges of Leaving an Abusive Relationship

By now, participants may be wondering why a woman would remain in an abusive relationship. This section will highlight how coercion, power and control, societal pressure and social, economic and personal factors all work against a woman leaving an abusive partner. The following case study is intended to depict some of these challenges.

Activity M1.5: The Frehiwot and Dawit Case Study

30 min
Case Study (PW); Flipchart paper and Markers
Purpose:
To identify the challenges faced by women in leaving their abusive relationship.

Instructions:

- Divide participants into small groups of 4-5.
- Instruct participants to read the case study in the PW.
- As a group, participants should discuss and list all factors that make it difficult for Frehiwot to leave her abusive relationship.
- Allocate **15 minutes** for group discussion.
- Allow **10 minutes** for all groups to give feedback in plenary.
- For **5 minutes**, refer to Answers below and give brief inputs and comments to participants' feedback.

Answers to Activity M1.5

Factors making it difficult for Frehiwot to leave her abusive relationship:

- Dawit's excessive possessiveness, e.g. by always monitoring her closely.
- Lack of support from her in-laws, e.g. by advising her to become a better wife, instead of intervening.
- Self-blame, e.g. the advice from her in-law's to be a better wife and mother was enough to induce self-blame.
- Ashamed of the abuse, e.g. by not disclosing her abusive relationship to her friends.
- Financial dependency. The fact that Dawit owns most of the assets may be a contributing factor to her economic dependency.
- Fear of loss, e.g. losing the custody of her son.
- Powerlessness.
- Still hooked in cycle of violence, e.g. she is hoping that he will change.
- Loss of self-esteem, etc.

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Other Common Factors

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Victims stay in abusive relationships for many reasons/factors. Although not all of the following factors may be found in every case, a combination of some of them is usually strong enough to keep the victim in the cycle of violence.

Low Self-Esteem

- Learned helplessness often explains a victim's inability to act on her own behalf. The victim learns that her behaviour has no effect on the outcome of a situation since she is repeatedly abused with no logical consequences from her preceding incidents.
- The victim may learn that the abuser is violent only with her. This may lead her to conclude that there must be fault on her part. She may accept the abuser's reasoning that she deserved the punishment, and therefore continues to stay because of self-blame.
- She may also think that she will not be able to have a family life if she is a divorcee.

Frequency and Severity of Abuse

The less severe and less frequent the abuse, the more likely the victim will stay.

Victim's childhood

- The more the victim was physically abused in childhood, the more likely she will stay in an abusive relationship. From childhood, she may have learned that it is acceptable to hit someone you love.
- The victim may have grown up in an environment, which condoned wife battering or domestic violence.

Beliefs about Marriage

- The victim may believe that abuse is part of every marriage.
- She may believe in male dominance.
- Her religious and/or cultural beliefs may demand that she maintains the pretence of a good marriage.
- Her pity and compassion towards the abuser may drive her to believe that she is the only one who can help the abuser to change from his abusive behaviour.

Alcohol or Substance Abuse

Some victims may consume alcohol or take drugs as a way of coping with the abuse.

Denial

Denial of abuse is the most common factor that keeps many victims in abusive relationships. Rather than facing the reality of the abuse, the victim prefers to hold on to the compassionate moments she spent with the abuser in the past. The hope for the change is often a strong contributory factor.

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9. Lecture on Factors Affecting a Victim's Decision to Leave

20 minutes
Overhead/slide # 13 – 15; PW
Purpose
To introduce and review material in the following areas:

- Coercion;
- Power and control.

Instructions

- This topic must be presented in lecture format.
- Refer to **overhead/slide # 13**, and present the Factors Affecting a Victim's Decision to Leave. These four factors will form the basis of the discussions for the remainder of the day.
- Refer to **overhead/slide # 14**, and introduce the concept of coercion.
- Introduce the Power and Control wheel (**overhead/slide # 15**). In **15 minutes**, explain in detail each of the categories.
- For more information, refer participants to their PW.

SHORT BREAK FOR 15 MINUTES

9.1. Societal Pressure

With the Power and Control wheel, you reviewed how the abuser ensures that the victim stays in the relationship. Now you will introduce the discussion on the societal pressures that exist on a woman to stay with her abusive partner.

Activity M1.6: Societal Pressure

35 minutes
PW; Flipchart paper and Markers; overheads/slides 16 & 17
Purpose
To have participants examine the impact of societal pressure in their respective communities – moving the discussion away from abstract thoughts towards a deeper, local understanding.

Instructions

- Divide participants into groups of 4 – 6. Give each group a flipchart paper and marker. **Do not allow** them to refer to their PW at this stage.
- Have participants' list as many pressures and examples as possible based on personal experience in working with incidents of domestic violence.
- Allow **15 minutes** for **brainstorming** and another **10 minutes** for plenary **discussion**.

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Answers to Activity M1.6

In the next **5 minutes** give your comments based on 'Socio-Cultural, Economic and Interpersonal' factors listed on overheads/slides # 16 &1 17.

Flipchart paper and Markers

For **5 minutes** allow participants to read 'Some Final Thoughts Victim's Fears are Legitimate' in the PW.

Recap of Module 1

15 min

Parking lot

- Summarize the day.
- Review the **parking lot** to see whether there are any outstanding issues that have not been addressed. Address any other questions participants may have.
- Allow participants to ask and discuss certain issues that were raised during the day.
- Briefly inform participants that **Module 2** will focus on the Ethiopian Law and Policies relevant to Domestic Violence.

CCRDA

Module 2

International, Regional and National Laws

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10. International, Regional and National Laws

Objective

To create the common understanding of the international, regional and Ethiopian law pertaining to domestic violence.

Specific Outcomes

Upon successful completion of this module, participants will be able to:

- Identify the difference between international and regional human rights instruments and Ethiopian law pertaining to domestic violence.
- Understand how the Ethiopian law defines domestic violence.
- Highlight the strengths and weaknesses of the Ethiopian law in addressing domestic violence.
- List key lessons that can be learned from the South African experience of addressing domestic violence through the justice system.

Check-in and Agenda

10 min

Agenda (A-2); PW; overhead/slide 4

- Ask participants whether there are any outstanding issues, questions or concerns from the previous module that they would like to discuss. Check that all questions in the parking lot have been addressed.
- Briefly introduce the objectives, specific outcomes (PM) and agenda (A-2) for module two.

10.1 International and Regional Human Rights Instruments Relevant to Domestic Violence

30 minutes

Lecture on key international and regional human rights instruments

OHs/Slides # 19 & 20; PW

- This brief section focuses on key international and regional human rights instruments that are relevant to domestic violence.
- Refer to overheads/slides 19 and 20 as you review key international and regional human rights instruments.
- Refer participants to **PW** for more information.

ECRDA

10.2. VICTIM'S RIGHTS

- Having reviewed the key international and regional human rights instruments relevant to domestic violence, you will now move forward to comparing internationally recognized victims' rights with the rights they have in the Ethiopian law.

- This exercise is important in getting people to recognize that it is not only the accused person who has rights.

Activity M2.1: Comparison of Victim's rights

35 minutes for activity and discussion
Comparison Table (PW)

Purpose:

- To introduce participants to the rights of victims as contained in the Ethiopian Constitution and law.

- To identify additional victims' rights that may not be expressly spelled out in the above documents, but may nevertheless be guaranteed.

Instructions:

- Divide participants into pairs and refer them to the activity in the PW.

- Alternatively: have participants simply acknowledge whether or not the right is protected. Do not require them to state under what specific law, and articles of the law, each right is protected.

- Allow 15 minutes for completing the Table and 20 minutes for plenary.

ECRDA

Answers to the exercise are as follows:

International Rights	Recognized in FDRE Constitution or Other Laws
Right to lay a criminal complaint against the abuser.	• Equal protection and benefit of the law – art.25 of the Constitution • Equal access to justice – art.37 of the Constitution • Specific article on domestic violence despite the narrow definition – art.564 of the Criminal Code • Arts.13 & 40 of the Criminal Procedure

international Rights	Recognized in FDRE Constitution or Other Laws
	Code
Right to be informed about rights, different legal options and progress of case.	• Specific provision does not exist either in the Constitution or in the Criminal Procedure Code.
Right to be advised about, and receive victim services	• Equal protection and benefit of the law – art.25 of the Constitution
Right to protection from further violence	• Right to life, security of the person and liberty – art.14 of the Constitution • Right to life – arts. 13 & 14 of the Constitution • Right to protection against bodily harm – art. 16 the Constitution • Right to protection against cruel, inhuman or degrading treatment or punishment – art. 18 of the Constitution • Conditions that bail will not be allowed – article 67 of the Criminal Procedure Code
Right to legal advice and legal representation	No specific article either in the Constitution or the Criminal Procedure Code
Right to apply for a protection order	• Right to protection against bodily harm – art. 16 of the Constitution • Equal protection of the law – art.25 of the Constitution • A specific provision to this effect is however missing in the Ethiopian law
Right to apply to have firearms or dangerous weapons in possession of abuser confiscated	• Right to protection against bodily harm – art.16 of the Constitution • Equal protect of the law – art.25 of the Constitution • Art.808 – 809 of the Criminal Code • Art.51(f) of the Criminal Procedure Code
Right to have case heard in private	• Right to privacy – art. 20(1) and art. 26 of the Constitution

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One of the implications of victims' rights is that victims have the right to demand certain 'actions' from role players. Therefore, be prepared to link this discussion to the roles and responsibilities discussed in Module 3.

10.3 Ethiopian Law - The FDRE Constitution

Lecture on the FDRE Constitution
15 minutes
OHs/slides # 21; PW

Purpose:
To provide participants with a clear understanding of the FDRE Constitution.

Instructions:

- Refer to the **overheads/slides # 21** as you present the Constitution.
- Remember to **link** the general provision of the Constitution to the specific issue of domestic violence.

10.4. The Ethiopian Law Cont'd - The Revised Criminal Code

Lecture on the Revised Criminal Code
40 minutes
OHs/slides # 22 – 24; PW

Purpose:
To provide participants with a clear understanding of the Revised Criminal Code.

Instructions:

- Refer to the **overheads/slides # 22 - 24** as you present the different articles of the Revised Criminal Code.
- **Highlight** the fact that the definition of domestic violence of the Revised Criminal Code is narrow and does not specifically cover economic and sexual abuse.
- Remember to **link** how the articles on rape, early marriage, trafficking of women and children and harmful traditional practices cover the different types of domestic violence.

SHORT BREAK FOR 20 MINUTES

CCRDA

Activity M2.2: Strengths and Weaknesses of the Ethiopian Law

40 minutes
Table (PW); Flipchart paper and markers

Purpose

- To encourage participants to explore their perceptions of, and experiences with, the Ethiopian Law pertaining to domestic violence.
- To move the discussion from the theoretical provisions of the new article in the Revised Criminal Code to its implementation in practice.

Instructions

- Divide participants into **small groups** of 4 – 6.
- Refer participants to the **chart** in the PW "Strengths and Weaknesses of the Ethiopian Law". Have each group take flipchart paper and markers.
- Allow groups **15 minutes** to brainstorm and list all of the strengths and weaknesses of the Ethiopian law that they can think of. Each group should **track** their comments on **flipchart paper**. Individuals may also wish to keep a list in their PW.
- Tell participants to **focus** on the **law**, not on systemic barriers or personal obstacles.

Activity M2.2: Strengths and Weaknesses of the Ethiopian Law (Cont'D)

- Allow **25 minutes** for **large group** discussion after the short break.
- **Summarize** the discussion using the **points of discussion** listed below.

Answers to and Points of Discussion in Activity M2.2

Weaknesses

1. *The article in the Revised Criminal Code defines domestic violence in a narrow manner as not to cover economic and sexual abuse in the home.*
2. *Different people who have domestic relationship are not covered by the article as it only applies when a violent act occurs between married couple or cohabiting couples. Due to this, other forms of domestic violence may only be covered using more general articles of the Revised Criminal Code.*
3. *The Ethiopian Law does not provide an option for victims who do not want to press criminal charge against the perpetrators but rather want the abuse to stop.*

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4. *The Ethiopian Law does not take into consideration that domestic violence is a crime that is different from other crimes. It does not provide for protection orders to avoid the likelihood of repeat violence, which otherwise is almost at all times predictable.*

Strengths

1. *The Revised Criminal Code has incorporated a specific article on domestic violence making it legally unacceptable.*

2. *The Revised Criminal Code has general articles that could apply to other forms of domestic violence.*

10.5. Comparative Analysis: The South African Experience

40 minutes
Lecture on comparative analysis
OHs/Slides # 25 – 28; PW

- This section will be covered as a mini-lecture using four overheads.
- Emphasize how the South African and other countries experience in addressing domestic violence may be worth considering in Ethiopia.

Purpose

To become aware of the initiatives happening elsewhere, and to reflect on how these initiatives may be considered in Ethiopia as well.

Instructions:

- Refer to **overhead 25** "Principles and Purposes of the South African Domestic Violence Act". Use the notes in the PW as a reference.
- Review **overhead 26** "Definition of Domestic Violence as per the Domestic Violence Act".
- Review **overhead 27** "Definition of Domestic Relationship as per the Domestic Violence Act".
- Review **overhead 28** "Protection Orders".

Recap of Module 2

20 minutes
PARKING LOT; DISCUSSION

- **Summarize** the day.

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- Review the **parking lot** to see whether there are any outstanding issues that have not been addressed. Address any other questions participants may have.
- Ask participants if they have any questions and allow them to discuss some of the issues raised during the training.
- Remind participants that Module 3 will focus on Roles and Responsibilities of the various players in the justice system.

LUNCH BREAK FOR 60 MINUTES

CCRDA

Module 3

Roles and Responsibilities of the Police, Prosecutors and Judges

CCRDA

11. Roles and Responsibilities of the Police, Prosecutors and Judges

Objectives

- To provide the participants with an understanding of the roles and responsibilities of the police, prosecutors and judges in relation to domestic violence.
- To encourage information sharing and build a sense of cooperation amongst the justice sector.

Specific Outcomes

Upon successful completion of this module, participants will be able to:

- Explain the roles of police officers, prosecutors and judges in the handling of domestic violence cases in the justice system.
- Understand and identify the barriers and challenges faced by the police, prosecutors and judges in the management of domestic violence cases in the justice system.
- Draw an inter-sectoral plan of action for improvement of services to domestic violence survivors.

Check-in and Agenda

10 minutes
Agenda A – 3; OH/slides # 5; 30 & 31; PW

- You have **10 minutes** for this introductory session.
- Ask participants whether there are any outstanding issues, questions or concerns from the previous day that they would like to discuss. Check that all questions in the parking lot have been addressed.
- Briefly explain the **objectives, specific outcomes (PW) and agenda (A – 3)** for the day.
- Introduce this topic using the "Introduction" at the start of Module 3 in the PW.
- Acknowledge that the duties of the police, prosecutors and judges may vary greatly according to their respective places in the justice system.
- Refer to overheads/slides # 30 and 31 and comment that generally speaking, these principles will apply to all role players dealing with domestic violence.

CCRDA

11.1. Involvement of Role Players in The Criminal Justice System

- The level of involvement of the police, prosecutors and judges will often be determined by the way in which the victim decides to approach the justice system.
- The following exercise focuses on two main points of entry: police assistance and NGOs.

ACTIVITY M3.1: Selamawit and Markos Case Study

40 min
Case Study (PW); Flip Chart; Markers; PW

Purpose

- To allow participants to reflect on their respective roles in the justice sector;

TO DEMONSTRATE THE COMMON ROLES AND RESPONSIBILITIES OF THE POLICE, PROSECUTORS AND JUDGES IN THE MANAGEMENT OF DOMESTIC VIOLENCE CASES;

- To show the interdependence between role-players in ensuring effective service provision to victims of domestic violence.

Introductions

- Divide participants into small groups of 4 – 6.
- Each group must have representation from the police, prosecutor and judge if the training is given to a mixed group.
- Ask the different group to work on this issues:
  - The police
  - The prosecutors
  - The court
  - NGOs
  - Others
- Provide each group with the coloured **role cards** with different colours for each role-player.
- Refer participants to the 'Selamawit and Markos' case study in the **PW**, and ask them to identify the assistance Selamawit needs, and discuss how each role-player can assist her.

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- Ask them to identify and write down roles and different role-players on the role cards allocated.
- Each group must elect a rapporteur.
- Allow group discussions for **20 minutes**.
- After group discussions, allow **10 minutes** for all group rapporteurs to place the identified role cards on the **flip chart**. Do not allow discussions at this time.
- At the end of this activity, for not more than **10 minutes** allow open discussion around the misallocation of roles, if any, and ask participants to identify shared commonalities in roles.
- At the end of the group discussions, the participants will hopefully have a comprehensive 'map' of the roles of different role-players.
- Refer participants to the 'Commonalities in roles and Responsibilities' in the PW.

Answers to Activity M3.1

- Refer to the 'Roles, Duties and Responsibilities of Role Players' and 'Commonalities in Roles and Responsibilities' in the PW.
- Develop as broad a view of the involvement of different role players and study those identified in the manual closely, and have sufficient knowledge of roles identified in the manual.

GCRDA

11.2. Lecture on the General Expectations of the Police, Prosecutors and Judges

5 minutes
OHs/slides # 30 & 31; PW

Purpose

To have participants reflect briefly on the general principles for intervening in cases of domestic violence.

Instructions

- You are given **5 minutes** to deliver this mini-lecture.
- Refer to **OHs/slides 30 & 31**.

- Do not allow discussions at this stage. Inform participants that more details on this section will be dealt with later in the day.
- Inform participants that this information is available in the PW.

11.3. Different Stages of Points of Entry

ACTIVITY M3.2: Identifying Roles, Duties and Responsibilities

75 min

Table (PW); Flipchart paper; Markers and Answer Sheet

Introduction

- The level of involvement of the police, prosecutors and judges will often be determined by the way in which the victim decides to approach the justice system.
- The following activity focuses on the two points of entry: police assistance and NGOs.

Purpose

To enable participants to identify their different roles, duties and responsibilities at different points of entry into justice system.

Instructions

- Prepare **flipcharts** of 'Different Stages of Points of Entry' prior to activity.
- Explain the two different stages of the points of entry into the justice system.
- Refer participants to the **Table** in the PW.
- In **60 minutes**, complete this Table with the participants.
- Allow participants to brainstorm, and ensure that you discourage debate.
- Give yourself **15 minutes** to summarize the answers.
- Refer participants to the **Answer Sheet** in the Resource Reference, and ask them to compare it with their answers in their spare time. This must be taken as a home task.

Answers to ACTIVITY M3.2

- Refer to the Answer Sheet in the Resource Reference.
- For more information, read 'Roles, Duties and Responsibilities of Different Role-Players in the PW.

SHORT BREAK FOR 15 MINUTES

CCRDA

11.4. Lecture on Various Roles, Duties and Responsibilities

60 minutes
OHs/slides # 32 – 39; PW

Purpose

To provide participants with a better understanding of their different roles, duties and responsibilities.

Instructions

- You have 60 minutes to present this section in a lecture format.
- Since you may not be able to present all OHs/slides of this section within the allocated time, select only the OHs that have information that the participants are likely to require most, prior to this presentation.
- Give examples as you go along with your presentation to keep the attention of participants alive. Keep in mind that a lecture of more than an hour may be BORING.

ACTIVITY M3.3: Exercise 'Closing the Case'

5 minutes
This is a Home-task Activity

Purpose

To provide participants with a better understanding of how to consult and communicate with victims at critical point of the case.

Instructions

- Tell participants that they should do this activity at home. They should consider they are dealing with a domestic violence case and they are considering to close the case because of insufficient evidence (article 42(1)(a) of the Criminal Procedure Code).
- Explain participants that they need to prepare in writing how they can explain this situation to the victim. Remind them not to forget to include their understanding about their feelings and to make sure the victim get the chance to express her views freely!
- After they finish preparing the explanation, ask them to practice the communication.

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- They can write down what went well during the conversation and which communication-aspects can improve in their PW.
- You can ask 2 – 3 participants to read their communication to the plenary and have a short discussion on the need to improve on some of the communication-aspects.

Recap of Module 3

20 minutes

Parking lot; Discussion

- Summarize the day in **5 minutes**.
- Review the **parking lot** to see whether there are any outstanding issues that have not been addressed. Address any other questions participants may have.
- Ask participant if they have any questions and allow some discussion on some of the issues raised during the training
- Remind participants that Module 4 will focus on Safety Planning for the victim.

CCRDA

Module 4

Safety Assessment and Safety Planning

CCRDA

12. Safety Assessment and Safety Planning

Objective

To provide participants with an understanding of their role in supporting victims, and how to assist them in planning for their safety.

Specific Outcomes

Upon successful completion of this module, participants will be able to:

- Identify and describe some of the ways victims of domestic violence can be supported as they move through the justice, social and health systems.
- Understand and describe the purpose of conducting a safety assessment.
- Understand and describe the importance of assisting a victim in preparing a safety plan.
- Identify and list the components of an effective safety plan.
- Assist a complainant or client with a safety plan.

Check-in and Agenda

10 minutes
Agenda A-4; OH/slide # 6; PW

- Ask participants whether there are any outstanding issues, questions or concerns from the previous day that they would like to discuss. Check that all questions in the parking lot have been addressed.
- Briefly explain the **Objectives, Specific Outcomes (PW) and Agenda (A-4)** for the day.

Introduction

- Remind participants of the work they did in module 3 on Roles and Responsibilities, and the benefits of a holistic approach.
- Inform them that this module will focus on two key components of an integrated approach: (i) supporting victims through the justice system; and (ii) assessing safety and working a safety planning.

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12.1. Supporting Victims through the Justice System

Lecture on Coping Mechanisms, the Role of Service Providers and When to Use a Safety Assessment and Safety Planning

35 minutes
OHs/slides # 41 - 44; PW; Flipchart; paper and Markers

Purpose:

- Review some of the strategies that victims of domestic violence have used in order to survive.
- To discuss what victims of domestic violence need from service providers.
- To understand when to use a safety assessment and safety planning.

Instructions:

- Ask participant to give examples, of coping mechanisms – based on their own experiences in working with victims of domestic violence. Use flipchart to record all examples.
- Start by defining the terms 'safety assessment' and 'safety planning' using **overhead/slide # 41**
- Review **overhead/slide # 42**, adding detail based on your knowledge and on the content in the PW.
- Emphasize that, although some of these coping mechanisms appear questionable to the outsider, they have kept victims alive, and should not be used to reinforce myths and blame them for the abuse.
- Explain to participants that victims have critical expectations from service providers, and present **overhead/slide # 43** using the detailed content from the PW to provide more information.
- Review **overhead/slide # 44.**
- Summarize and move on to Safety Assessment and Safety Planning lecture.

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12.2. Safety Assessment and Safety Planning

OHs/slides 45 & 46; PW
10 minutes

Purpose

- Understand the principles of safety assessment and safety planning.
- Introduce the different components of an effective a safety plan.
- Identify the abuser's factors and safety support factors.

Instructions

- Review the principles of safety assessment and safety planning using **overheads/slides # 45 & 46**.

ACTIVITY M4.1: Components of an effective safety plan

Flipchart paper and Markers
60 minutes

Purpose:
To have participants reflect on the various components required in formulating an effective safety plan.

Instructions:

- Divide participants into **small groups** of 3-5.
- Provide each group with flipchart paper and markers.
- Ask participants to brainstorm the components of an effective safety plan.
- Ensure participants **do not bring** their PW with them.
- Allow **35 minutes** in small groups and **25 minutes** for plenary.
- Review using **overheads/slides 48** the different issues the service provider must consider when working on a safety plan.

ANSWERS TO ACTIVITY M4.1

- Explain the three steps of safety assessment and safety planning using **overheads/slides 47- 52**.

SHORT BREAK FOR 15 MINUTES

CCRDA

12.3. Identifying the Safety Assessment and Planning Factors

ACTIVITY M4.2: What are the different factors that increases women's risk of being abused

Flipchart; paper and Markers
45 minutes

Purpose:
Understand the different abuser's factors and safety support factors that increase women's risk of being abused.

Instructions:

- Divide participants into small groups of 4 – 6.
- Ask two of the groups to list all the factors relevant to the abuser that increase the woman's risk of being abused or decrease her level of safety. Ask the other two groups to list all the factors relevant to the woman/victim that increase the woman's risk of being abused or decrease her level of safety.
- Provide each group with flipchart paper and markers. Ask each group to list the factors on flipchart.
- Ensure participants **do not bring** their PW with them.
- Allow **20 minutes** in small groups and **15 minutes** for plenary.
- Review the factors using **overheads/slides # 41 – 44** and the **PW**.

ACTIVITY M4.3: Messelech's case study: creating a safety plan (Optional)

85 minutes
Case Study (PW); Aid to Safety Assessment and Planning Worksheet (PW); Flipchart paper and Markers

Purpose
To provide participants with the opportunity to create an effective safety plan.

Instructions

- Have participants return to their **previous groups** and refer to the **PW**.

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- Refer participants to the **case study in the PW**. Have them read the case information, determine Messelech's needs, decide how to address those needs, and then prepare an effective safety plan.

- Tell participants that space is provided in their PW should they wish to keep track of their work. However they will be expected to present their safety plan to the plenary on flipchart paper.

- For further guidance, refer participants to the **Sample Aid to Safety Assessment and Planning Worksheet** at the end of Module 4.

- Allow **30 minutes** for small group work and **30 minutes** for large group presentations.

Recap of Module 4

Parking Lot; PW
5 minutes

- **Summarize** the module. Reiterate the importance of safety planning on a victim's life.

- Review the **parking lot** to see whether there are any outstanding issues that have not been addressed. Address any other questions participants may have.

- Introduce **Module 5**.

CCRDA

Module 5

Interviewing Skills

CCRDA

13. Interviewing Skills

Objective

To build or strengthen the interviewing skills of the participants.

Expected Outcomes

Upon successful completion of this module, participants will be able to:

- Understand and explain the importance of good listening skills and the benefits of using the "Ten Commandments of Good Listening Skills".
- Develop open-ended and closed-ended questions.
- Distinguish between an interview with a victim and an interview with a suspect.
- Know and explain the essential components for developing trust and building rapport.
- Understand and explain the key aspects of cognitive interviewing.
- Identify their personal biases.
- Analyze how their personal biases may impact the interview process.
- Formulate a plan to minimize the impact of personal biases.
- Prepare a plan for conducting an interview with a victim of domestic violence.

Introduction and Agenda

Agenda A-5; OH/slide # 7; PW

10 minutes

- Briefly explain the **objectives, specific outcomes (PW) and Agenda (A – 5)** for the remainder of the day.
- In your introduction, tell participants that this module will look at the appropriate ways of conducting interviews in a manner that is sensitive and responsive to the special needs of the victims. Through video viewing, they will be provided with the opportunity to see interviewing skills being practiced. They will also be given the opportunity to evaluate some of these techniques after viewing the video.
- Inform participants that your presentation will take a more practical approach, and request them to be as interactive and responsive as possible.
- It is through practice and demonstrations that you will know that the participants understand this topic. Ensure that you give them enough time to demonstrate what they have learnt.
- Do not exceed the times allotted for lectures.

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NOTE: It could easily take an entire day to cover this Module. Given the limited time available, the lecture portions will be kept brief. Involve participants in the lectures, but keep the pace moving. Remind participants to refer to their PW for further reading after the course is completed.

13.1. Introduction to Communication Skills

Communication, as one of the important methods of eliciting information, helps a role-player to render assistance to both victims and suspects. It requires skills on the part of the interviewer to optimize understanding of the incident from the perspective of the victim and offender.

Active Listening

For every role-player to understand the incident from the interviewee's point of view, he/she is required to exercise active listening skill. Before you can deal with this topic, allow the participants to conduct a Self-Assessment activity to help them determine the extent to which they use their active listening skills.

13.2. Activity M5.1: Self-Assessment of Active Listening Skills

20 minutes
Table (PW)

Purpose
To determine the extent to which participants use their active listening skills.

Instructions

- This is a self-reflection exercise. Refer participants to the **Table** in the **PW**, and ask them to complete it **individually**.
- Tell participants to allocate scores to their answers accordingly, and thereafter add up the total for all answers.
- Put emphasis on honesty.
- Allocate **5 minutes** to this activity.
- Ask participants to give feedback in plenary, if they so wish, and allocate **15 minutes** to this session.
- In **5 minutes**, summarize and close. Ensure that your brief comments do not highlight the correctness or otherwise of the answers, as this is a personal rating activity. However, summarize saying participants who have a score of less than 40 should seriously reconsider their communication skills as there are some barriers in their way of communicating with others. It is advisable that you prepare your general comments in advance.

GCRDA

13.3. Activity M5.2: Non-verbal and Verbal Communication and Presentation

15 minutes
OHs/slides # 54 - 56; PW

Purpose

- To introduce the participants to verbal and non-verbal communication, and highlight their importance to the interviewing process.
- To introduce participants to types of questions that can assist in conducting effective interviewing.

Instructions

- Through role playing positive and negative verbal and non-verbal communication, ask participants to describe some aspects of both non-verbal communication and verbal communication, keeping in mind:
- How to facilitate effective communication, and
- Actions or behaviours that hamper or limit effective communication.
- In this role-play, ask one of the participants to play the role of an interviewee. You then sit or stand in front of the rest of the participants, and take the position of the interviewer.
- Ask participants to identify how this communication would affect the victim. It is suggested that you project paraphrasing, distracted behaviour, boredom, eye contact, fidgeting, impatience and other good or bad forms of behaviours.
- Ask participants to respond to positive verbal and non-verbal demonstrations by saying, 'P', and to negative verbal and non-verbal demonstrations by saying, 'N'. Explain to them that 'P' will represent 'Positive', whilst 'N' will represent 'Negative' demonstrations.
- Lead into types of questions by reviewing **overheads/slides # 54 - 56**.
- Ask **participants** for **examples** of open-ended, closed-ended and suggestive questions. And when they might use each of the questioning techniques. Avoid debates.
- **Summarize** by giving more examples of open-ended, closed-ended and suggestive questions.

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13.4. Lecture on The Ten Principles of Good Communication

30 minutes
OHs/slides # 57; PW

Purpose

- To promote effective communication between the interviewer and the interviewee.
- To introduce elements of effective communication.

Instructions

- Use **overhead/slide # 57** when presenting a lecture on Ten Principles to Good Listening.
- Give examples as you present to bring this topic close to the practical realities that are often encountered during interviews. Consider the following examples as guides.

Principles	Interviewee says...	Interviewer responds ...	Mistake by interviewer	Suggested empathic response by interviewer
# 1: Be patient	'I feel like crying whenever I talk about this.'	'I don't have time for this. Could we please go to the point.'	Very impatient and insensitive to the feelings of the interviewee.	'I understand. Would you like us to take a few minutes break, or would you rather have a glass of water'.
# 6: Do not criticize	'My husband found a letter wrote by my lover'.	'Wait a minute! Do you know that adultery is a sin?'	Being critical and also unnecessarily imposing his/her beliefs on the interviewee.	'I see. And how long have you been having an affair?'
# 7: Empathize	'You must be wondering why I do not leave him'.	'Say that again! I don't think there is a woman in this planet who would stick with a man like him'.	Patronizing the interviewee, instead of looking at the situation through the eyes of the interviewee.	'No, I do understand your circumstances.'

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- Allow participants to give comments and/or more examples of the Ten Principles, if they so wish. However, avoid debates.
- Close by emphasizing on the purpose of the Ten Principles.

LUNCH BREAK FOR 60 MINUTES

13.5. Lecture on Communication Barriers

30 minutes
OHs/slides 58 – 59; PW

Purpose
To review the fundamentals of the communication process.

Instructions:
- Review **overheads # 58 & 59**, and refer to the **PW** for a more detailed version.
- Give practical examples, where necessary. It is advisable that you prepare your examples in advance to avoid wasting time during presentation.
- Ask participants if they have anything to add.

13.6 Lecture on Conducting an Interview

45 minutes in total
OHs/slides 60 – 62; PW

Purpose:

To highlight certain key elements of interviewing.

Instructions
- You will now move from the generic communication skills to specific discussions of interviewing techniques.
- This topic should be presented as an interactive lecture format. Due to time constraints, there will be no small group work. Lead the lecture with the overhead, but get participants to comment and offer other suggestions.

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- Present **overhead # 60** on Impact of power-based crime, and remind participants to remain aware at all times of the potential feelings that victims bring to an interview.
- Present **overhead # 61** on Investigative interviews, and refer to the PW.
- Introduce the topic of Cognitive Interviewing with **overhead # 62**. Refer to the PW for more details. Ask participants if they have had any experience with this technique of interviewing, and if so, allow them to share those experiences and the successes or failures they had.
- Allow **40 minutes** for this lecture.
- In **5 minutes**, summarize and close.

NOTE: Please read widely on this subject from other relevant sources to enable you to respond to questions sufficiently.

14. Strategies When Requested to Withdraw Charge(s)

PW; Flipchart paper; Markers
10 minutes

Purpose
To share strategies aimed at addressing the withdrawal of charges at the request of the victims during interviews.

Instructions

- Conduct this topic as a large group **brainstorming** session.
- Track on **flipchart paper** all of the ideas that participants have found useful.
- Refer to **PW** for additional ideas.

14.1. Mini-Lecture on Culturally Responsive Interviewing

OH/slide 63; PW
15 minutes

Purpose

- To deepen participants' understanding of the need to remain aware of cultural differences.

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- Review the **parking lot** to see whether there are any outstanding issues that have not been addressed. Address any other questions participants may have.
- Summarize the training by focusing on the following:
  - The dynamics of violence in relationships
  - Acknowledge and respond to the victim's fears of further harm or retaliation
  - Support the victim once the abuse is reported
  - Develop an adequate safety plan, providing appropriate referrals
  - Work in collaboration with other role-players
  - Be sensitive to the cultural factors
  - Avoid assumptions based on past experiences or cultural stereotypes with respect to investigating and prosecuting domestic violence
  - Consider domestic violence as a major crime with a high probability of recurrence
  - Collect all of the evidence, not just the surface evidence
  - Prepare the victim adequately for court proceedings
- Ask participants if they have any questions and comments and allow discussion on some of the issues raised during the day.

SHORT BREAK FOR 15 MINUTES

15. EVALUATION

Evaluation form

15 minutes

Hand out the evaluation form to participants and ask them to fill it out. Remind them that they feedback is essential to ensure that effective and adequate training are conducted in the future.

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Annex

1. Two Lies and a Truth

Objective: The objective of this energizer is to demonstrate how we all make assumptions about other people and that these assumptions are often unfounded.

It also is a good ice breaker to learn more about the workshop participants and facilitator/s.

Procedure: This is a great energizer/ice breaker that can be used by presenters/ facilitators or participants at a seminar or workshop to break up long lectures.

Have the facilitator think of two facts about him or herself that are false and one that is true. The idea is to think of facts about yourself that others may not expect. Here are some examples: I am a twin, I speak 5 languages, I am allergic to chocolate. The workshop participants each get one guess to find which fact is the truth. You can award a prize to the winner, or winners. If no one guesses correctly the person who made up the 3 facts gets the prize. This encourages everyone to be very creative about what they make up.

Once the facilitator has demonstrated this energizer, you can have participants make up their two lies and a truth and use these to break up the day. If there are too many participants, use some kind of lottery system to choose who gets to make it up.

Discussion Questions: How did you decide what was the truth? What kind of assumptions did you make to come to your decision? Why do we all make assumptions? How can assumptions be harmful in our professional life?

Materials/Equipment: Small Prizes

Approximate time Required: 3-5 minutes for each one

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2. What's on a coin/one birr?

Objective: to highlight value of group (team) efforts; to demonstrate the importance of details. In this particular trainer, this activity could be used to prove the need for witness preparation.

Procedure: Ask participants working individually to list the distinguishable characteristic of a common coin or note, such as the 50 cents or one birr note.

You can do this activity either by dividing the participants into groups or by asking them to work individually. If participants are working in groups have them share their list, check them for accuracy, and by brainstorming develop a new master list of characteristics. Have them compare the individual lists with the master list, and then with the actual coin or note in question.

a. Record through a show of hands how many individuals scored each item correctly.

b. Record through a show of hands of a representative of each group, how many of the groups scored each item correctly.

c. Compute the average individual score and the average group score.

Discussion questions: What does this tell you about the value of team (at least of pooled individuals) effort?

What methods could be used to increased witnesses' attention to important details for better recall of items?

How can individuals see almost daily something as common as a 50 cents/one birr note and not 'see' its characteristics?

To what degree is it true in a testimony that 'it is the little things (like forgotten characteristics of a coin/note) that will discredit your testimony?

Materials needed: none, except for a list of characteristics or the actual items in question, like a 50 cents coin/one birr note to provide visual standard to compare results against.

Approximate time required: 15 minutes

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