

Facilitator's Workshop Guide

Violence Against Women



Opening Occasions

1. Distribution of Stationary, and Administrative Organization

- **Time:** 10 Minutes
- **Required Materials:** Notebooks and pens as needed for the number of participants, and attendance sheet for registration of participants.
- **Details of the Process:** At first, the facilitator provides each participant with a note book and a pen, and tells participants to write their names, addresses, and telephone numbers on the attendance sheet.

2. Welcome and Prayer

- **Time:** 10 Minutes
- **Required Materials:** Concise explanation of the five verses Sorat-ul-Mojadela of the Holy Qurr'an (how to contend with).
- **Details of the Process:** At the outset, the facilitator welcomes the audience to the workshop, and asks one of the female or male participants to recite five verses from Sorat-ul-Mojadela. Then, he gives brief explanation, followed by prayer, pertaining to the recited verses that link to elimination of violence against women.

3. Workshop regulations setting

- **Time:** 10 Minutes
- **Required Materials:** Marker and blank flipchart
- **Details of the Process:** The facilitator clarifies that there is a need to impose a set of rules to be observed by each participants so that to get most out of the time and achieve better results as well as to conclude the workshop successfully. Then, the facilitator posts the blank flipchart on the wall and requests the audience to point out some required rules. Similarly, the facilitator himself gives a few inputs in order to streamline the process. For example; he may say that participants are to be on time, respect the other participants' opinions, respect the turn, and expected not to smoke during the workshop. As the facilitator is done with writing the rules on the flipchart, he tries to make sure that the flipchart is posted in a proper place where everybody could see it plainly. In addition, he kindly requests participants to obey the rules.

4. Clarification of the Workshop Goal and Objectives

- **Time:** 10 Minutes
- **Required Materials:** Flipchart containing the overall goal and objectives of the workshop
- **Details of the Process:** The facilitator posts the flipchart stating the overall goal and objectives of the workshop.

Overall Goal:

- To agree on a working plan to decrease the balance of violence against women at the provincial level.

Workshop Objectives:

- Definition of violence and its types
- Recognition of the main roots of violence against women
- Assessment of obstacles along the route to trim down violence
- Analysis of opportunities from standpoint of available facilities and resources in the direction of violence reduction.
Obtaining the commitment of involved parties through a working plan.

The facilitator explains that in order to carry on our workshop with better perceptiveness, we are required to understand the goal and objectives of the workshop well. As you see, the goal and objectives of the workshop have been clearly listed in the flipchart. After that, he invites one of the female or male participants to read them aloud. He questions the audience, shall the goal and objectives of the workshop be realistic and satisfactory? Then, he explicates that we all need to make every effort to achieve the assigned goal.

The facilitator explains that we are not here to have discussions on a series of thoughts and theories to acquire a few skills, but we want, through this workshop, to assess the sensible ways to eliminate the violence against women as well as to agree on an action plan accordingly to be in place.

Definition of Violence

Definition of Violence

- **Time:** 40 Minutes
- **Required Materials:** Handouts explaining the violence and its types, marker, blank flipchart
- **Method and Details of the Process:** Initially, the facilitator asks participants what they got from the meaning of violence, and what the violence meant to them? Then, he writes the inputs of the participants in a blank flipchart. He highlights some of the points that implies to exact concept and meaning of the violence. He explains if these inputs are close to the main definition of the violence, while encouraging the participants to express their notions. Afterward, he posts the flipchart defining the violence; reads it by the help of participants and gives explanations. In addition, he asks participants if there was something unclear to be further explained.

Definition of Violence

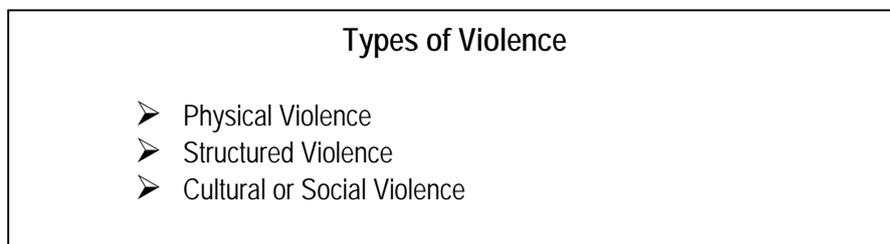
This encompasses activities, verbal communications, ideas and systems that prevent people reaching their high competencies, and result in physical, mental, social and environmental damages.

Then, the facilitator describes that what explanations, provided by participants, are real indications to the written points in the flipchart. He explains that the next subject will be about the types of violence in general.

Types of Violence

Types of Violence

- **Time:** 40 Minutes
- **Required Materials:** Flipchart pointing to types of violence, and marker
- **Method and Details of the Process:** The facilitator gets back to definition of violence and indicates that there are many types of violence, and we need to recognize them before exploring ways to prevent them. There might be some types of violence that we have not considered them yet, or that we have not seen them as violence. The facilitator asks participants to explain if they know any types of violence? He writes the answers of the participant on the relevant flipchart and underlines the more exact responses to be discussed later. When the answers of participants end, the facilitator refers to those underlined answers, and states that these answers, in fact, are included in the types of violence. If not indication is given to any of them, it is better to be added and explained. Then, the facilitator posts the flipchart prepared on the types of violence.



Once the flipchart was posted, the facilitator starts to explain the aforementioned violence as of followings:

1. Physical Violence

Most people think that violence is only an action or behavior like killing, beating, torturing, disabling etc. In fact, these are all physical violence, and examples of such behavior are not rare or fewer in the other countries of the world. Wars are also demonstrating these situations and physical violence. In addition, antagonistic behavior is seen at the people and family level. For example; in most families, women and children are not safe from physical violence.

2. Structured Violence

Structure violence is the existence of enforced systems in the country, society and family, which cause violence. In the recent years, recognition of violence manifestation, that covers a huge number of issues, is a difficult task. The forms of violence are often unclear and all their dimensions will hurt people. Even, there are some forms of violence that are hard to explain. People have yet not found out that there exists a obvious line between killing by gun or hunger and other living restrictions. Sometimes, one group perpetrates forces and suffers on another group. There are a lot systems and structures involved in this arena. For example; existence of hunger that arises from unfair systems in the society, which itself is a structured violence. Likewise, there are instances of violence in the international financial systems that are obviously observed. For example, a group of tribes gains benefit from other tribes. Or, some financial institutions entice the poor countries in Africa, Asia and Latin America to borrow bulk amount of money. It is also a structured violence.

3. Cultural or Social Violence

Cultural or social violence is the one that relates to the thinking or attitude of the members of a society. Those are emotions, concepts, and values owned by the people. They themselves are not violence, but easily can be the sources of violence or as a minimum can contribute in the formation of physical and structured violence. For instance; those are hate, fear, inattentiveness, and emphasis on differences, attitude and emotions that could determine our position in the classification of lower layer category of people; categories like, sex, religion, ethnic, mental capability, physical ability, and political ideology. Recognition of violence along with all its dimensions is necessary and could help in the following aspects:

- It shows that physical violence is an inconsiderable portion of overall factors of insecurity in the country; since war is a physical violence but its absence does not mean complete console.
- The connection and correlation of the three dimensions of the violence cause if interference takes place on a level of violence, it will affect the other level.
- It will help us to identify those who benefit from violence, or interested to continue to violence.
- It will show us the important entrance points to change the ideas and social and cultural violence rather than to change the conflict.

Assessing the Types of Violence against Women at the Provincial Level

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- **Time:** 60 Minutes
- **Required Materials:** Half sheet cards, flipchart containing focus questions, marker, symbols for clustering of votes, and color papers for counting up of ideas.
- **Method and Details of the Process:** The facilitator, **by using workshop method**, posts the flipchart containing the focus question, and reads it aloud.

Focus Question

What types of violence are perpetrated on women at our provincial level?

Then, the facilitator asks participants if the question is clear to them; is there any thing missing? Afterward, he distributes the papers and requests participants to think about the question deeply and write down five answers for it. After that, he divides participants into four persons groups and asks them to share their individual ideas to their respective group. After discussions, he writes, with concurrence of all, the top four ideas in the flipchart according to the following conditions.

- ❖ **Idea should be clear**
- ❖ **One idea be written in each card**
- ❖ **Idea should be written in big size font**
The text of idea should not exceed 9 nine words

After writing the ideas in the cards, the facilitator collects them with thanks, and reads them one by one and posts them on the wall. If any card does not give sense, he will invite the writer to explain it. After reading and posting of the cards, the facilitator clusters the given ideas with the help of participants. Then, he will ask participants what similarity, sameness and closeness is seen amongst the ideas? By this way, he organizes the similar and alike ideas under separate symbols. After finishing with clustering of similar ideas, he gives a title for each cluster. Then, he selects a phrase or a sentence for each cluster; or selects a sentence that represents the whole clusters and applies it to all. At this stage, he asks participants what matters, in your opinion, are more important

and in the top priority to be cared for? To do this, the facilitator uses the voting method, since each participant has the right to vote for four matters and put a mark on them.

After prioritizing, he puts, in a separate flipchart, whatever was placed in the priority list and says to participants that he and participants need to endeavor to handle and take care of these four prioritized matters and assess them accordingly.

Assessment of Opportunities and Obstacles

Assessment of Opportunities and Obstacles

- **Time:** 60 Minutes
- **Required Materials:** Flipchart based on the number of groups, marker in four colors, and masking tape.
- **Method and Details of the Process:** The facilitator explains that in order to handle our prioritized matters realistically, it is better to assess the existing opportunities and obstacles on the pathways. The facilitator splits participants in two groups and provides each group with two flip charts.

<u>Existing Opportunities</u>	<u>Existing Obstacles</u>

And asks each group to list, by way of discussions, the existing opportunities and actual obstacles on the way to eliminate violence against women so that to the matter could be further analyzed. To do so, they have only 30 minutes.

During the group work, the facilitator takes part in the discussions to give the participant additional guidance if any of their ideas is far away from the subject matter. After completion of group work, the facilitator requests participants to return to their seats and each group should assign a representative to explain their group work. By this way, he asks the first group to explain his group's work. It is said to each representative that he has got only 10 minute for explanation.

During elucidation and clarification of group work, the facilitator does interrupt. However, if any conversation arises that reroutes the subject, it is good for the facilitator to bring the discussion under the control and get it to the normal course.

Once the first group explanation was finished, the facilitator asks participants if they have any question about the explained matters. In case any question is raised, the facilitator does not answer it, but he lets the relevant group members to answer it. And, if any question is not answered by the group exactly, it is good for the facilitator to answer it properly. Subsequently, the facilitator asks the second group to explain his group's work, while the group representative is told that he will be having 10 minute for explanation. The facilitator again asks participants if they have any question about the explained matters by the second group. In case any question is raised, the facilitator does not answer it, but he lets the relevant group members to answer it. And, if any question is not answered by the group exactly, the facilitator as usual tries to give satisfactory answer to the question.

Now, the facilitator asks participants whatever has been written in those flip charts, are they the actual picture of existing opportunities and obstacles on the way to eliminate violence against women? The answer is most probably positive. The facilitator once again sums up the matter and explains that in order to resolve these problems and calamities, it is necessary to practically carry out a series of activities so that to replace violence with real amity and friendship and to let actual comfort pacifies the weary hearts.

Some may respond that a supervisory program be added. By appreciating and confirming the response, the facilitator explains that of course we need to have supervisory program in order to be certain about the process.

Note: The facilitator asks participants to write down the schedule of activities so that each actor knows its responsibilities against the activities, and takes action in the right time.

Coordinating Session PlanRR

No	Session Venue	Session Date	Organizer	Remarks
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

The facilitator discusses and assesses the ideas of the participants and places them in the table. He requests participants to write down whatever was entered and agreed in regard to supervision and coordination so that their role becomes clear during each activity.