



FEED THE FUTURE

The U.S. Government's Global Hunger & Food Security Initiative

Integrating Gender and Nutrition within Agricultural Extension Services

Training of Trainers Workshop Guide On Gender-based Violence

For Extension Services Staff

A Short Guide





© Wood, Ludgate and INGENAES 2018

This work is licensed under a Creative Commons Attribution 3.0 Unported License.

Users are free:

- To share — to copy, distribute and transmit the work. (without participant contact information)
- To remix — to adapt the work.

Under the following conditions:

- Attribution — users must attribute the work to the authors but not in any way that suggests that the authors endorse the user or the user's use of the work.

Technical editing by Elizabeth Wood and Nargiza Ludgate (University of Florida). Production by Katy Mosiman.

This short guide was produced as part of the United States Agency for International Development (USAID) and US Government Feed the Future project “Integrating Gender and Nutrition within Extension and Advisory Services” (INGENAES) under the Leader with Associates Cooperative Agreement No. AID-OAA-LA-14-00008. The United States Agency for International Development is the leading American government agency building social and economic prosperity together with the government and people of Tajikistan. The University of Illinois at Urbana-Champaign is the prime awardee, and partners with the University of California-Davis, the University of Florida, and Cultural Practice, LLC. www.ingenaes.illinois.edu

The research and this guide were made possible by the generous support of the American people through USAID. The contents are the responsibility of the authors and do not necessarily reflect the views of USAID or the United States government.

Contents

Introduction	1
Session 1: What is violence?	1
Session 2: Causes of Gender - based Violence.....	2
Session 3: Men’s roles in GBV	3
Session 4: Discussing Power.....	3
Session 5: Empowerment	4
Session 6: Community Empowerment Drawing	4
Session 7: Peer-to-Peer Exercise.....	6
Session 8: Community Workshop Materials.....	6
Session 9: The Bridge of Possibilities	6
Workshop Materials.....	7
Annex	8

Introduction

This short workshop guide was designed to help agricultural extension providers utilize Power Point slides in training extension services staff and communities about gender-based violence (GBV) as well as help communities transition from recognizing GBV problems to eradicating GBV that can affect both men and women, boys and girls.

The objectives of the write shop are two-fold including:

1. Understanding what GBV is, specifically:
 - Define the different types of violence. [L] [SEP]
 - Name and give examples of violence. [L] [SEP]
 - Describe basic concepts of GBV such as gender, violence, harm, power, and consent. [L] [SEP]
 - Identify common factors that cause, contribute, and consequences of GBV.
 - Discuss the attitudes, beliefs, norms, and structures that condone GBV.
2. Understanding Gender dimensions in the agricultural extension services work:
 - Identify one's own preconceived ideas about gender roles. [L] [SEP]
 - Review women's empowerment and introduce community empowerment drawing. [L] [SEP]
 - Introduce and practice peer-to-peer discussions.

The workshop consists of 9 sessions. Each session is presented in the form of a Power Point Presentation in two languages: English (main) and Russian. Each Power Point Presentation consists of a mini-lecture (5-10 min long), group discussion and hands-on activity.

Session 1: What is violence?

- Mini-lecture: Introducing types of violence, defining violence and introducing intimate partner violence (IPV) and gender-based violence (GBV).
- Discussion: Gender-based violence affects everyone
Play out the following scenarios to facilitate group discussion about GBV and how it affects everyone. Allocate 5-10 min for role-playing and then proceed to discussing questions in the Power Point slide.

Scenarios:

1. Characters: Husband, wife, son, and daughter

The husband works very hard in Russia and comes back after spending 10 months away. When he returns he wants to spend the money that he's earned on alcohol and tobacco. His wife tells him that they need the money to buy food and clean water. The daughter and son watch as their parents argue.

2. Characters: Young wife, mother-in-law, and two adolescent girls

The young wife wishes to get a job making crafts to make extra money for the family, especially for food. This would require the mother-in-law to watch the two young adolescent girls during the day. The mother-in-law refuses to do this and begins to tell the young wife that she is not talented enough to sell crafts.

3. Characters: 3 young boys, and young girl

Two young boys are playing soccer with a young girl when an older boy comes over. The older boy makes fun of the two younger boys for playing with a girl so the two younger boys push the girl down and make fun of her to impress to the older boy.

- **Activity: Pass the Cabbage**
Helps reflect on new skills, tools and knowledge acquired during the first session.

Session 2: Causes of Gender - based Violence

- **Mini-lecture** – Examine how harmful ideas about masculinity and femininity justify men’s use of violence against women, children, and other with low status. Explain differences between triggers and causes of GBV.
- **Discussion** – Explore the causes of GBV in Khatlon Province, Tajikistan
Identifying main triggers and causes of GBV.
- **Activity** – The cycle of violence
Play out the following situations to facilitate group discussion about the cycle of violence. Allocate 5-10 min for role-playing and then proceed to discussing questions in the Power Point slide.

Situation 1

Characters: Abuser - husband; Victim – wife; Witnesses - children and wife’s younger sister

A wife comes home late from a community meeting. Her husband has had a rough day and is already angry because there was no dinner ready when he got home. The wife’s younger sister has been taking care of the children. They are all at the house waiting for the wife to arrive home. What do you think happens next?

Situation 2

Characters: Abuser - Factory boss; Victim - Woman worker; Witnesses - Workers who collect their pay first and leave the scene

A young woman has been working for 1 week in a small garment factory. When she goes to collect her pay, the boss tells her to come back later. He makes her wait until everyone has left the factory and then tells her to come into his office alone. What do you think happens next?

Situation 3

Characters: Abuser - Adolescent boy; Victim - Adolescent girl; Witnesses - other adolescent boys

An adolescent girl prefers to dress like a man rather than wearing the traditional dresses most young women wear. Walking home alone after school, she passes a group of young men and they begin to call out insults. One of them follows her. What do you think happens next?



Figure 1: Participants performing one of the role-plays. Photo credit: Ludgate, 2018

Session 3: Men's roles in GBV

- Mini-lecture – Discuss and review the different ways men can contribute to the prevention of GBV.
- Discussion – Discuss in groups on men's role in prevention of GBV.
- Activity – Ask participants to role play the bystander^[SEP] Reflection^[SEP] Adjourn
Form pairs and follow prompts in the Power Point slide to discuss about the role of bystander.

Scenario:

You notice that one of the young women in your women's group has not been coming to class for over a month. The other women give each other worried looks but don't tell you what they think (or know) has happened. You think violence is involved.

Session 4: Discussing Power

- Mini-lecture – Review how the power differentials between male and female, educated and undereducated, adults and children, etc. may influence violence.
- Discussion – The power shuffle, who holds power in the household?
Before the start of this activity inform participants that they do *not* have to identify themselves as belonging to any particular category to be read if they don't wish to reveal that information about themselves. Instead, they should simply notice any feelings that arise whether or not they choose to reveal personal information about themselves.

Make a note to participants that their participation is voluntary.

Ask everyone line up in the middle of the room.

Please take a step forward if...

- *You are a man.*
- *You are 50 or over.*
- *You make more money than others in your family.*
- *You make all decisions in your family.*
- *You often argue with your significant other (wife, husband, or partner)*
- *You exercised violence toward another person.*

Please take a step back if...

- *You were raised poor.*
- *You have a visible or hidden disability or impairment.*
- *Your partner makes more money than you do and thinks that entitles him to make more of the decisions.*
- *An intimate partner has hit you.*
- *You have ever experienced any form of violence.*

Tell the participants to notice who's with them ... notice who's not.

Tell the participants to notice how it feels to be separated this way.

Ask the participants to return to their original place and discuss following prompts in the Power Point slide.

- Activity – More powerful vs. less powerful

Discuss different types of privileges that come with higher economic, educational, or social status. You might also discuss the different kinds of violence used by people in any of the more powerful groups against people in any of the less powerful groups.

Ask the participants to talk about how they fit in more powerful or less powerful groups, and the privileges or disadvantages they experience. Discuss what people on both sides of the chart can do to make the status and power between different groups more equal.

Session 5: Empowerment

- Mini-lecture – Identify the major concepts within men and women’s empowerment. Introduce empowerment framework and discuss its implications to reduce and eliminate GBV.

Session 6: Community Empowerment Drawing

- Mini-lecture – Describe the concept of community empowerment drawing and its purpose within different cultures and geographical regions.
- Discussion – What does empowerment look like to you?
- Activity – Conduct the community drawing with extension workers
Use the following facilitator’s guide to facilitate community empowerment drawing. Estimated time for activity: 60 min. However, it should be noted that it may take longer if all sections of the guide are to be followed and community draws both men and women’s empowerment.

Part 1: Warm-up (10 min)

The purpose of this component is to prepare participants for the community empowerment drawing (CED) activity by defining what empowerment is in the eyes of the community members.

The facilitator will ask the following questions:

1. Have you ever heard of the word “empowerment”? What do you think it means?
2. How can you tell whether a person is empowered?
3. How can you tell whether a person is disempowered?
4. Does this disempowered person a victim of violence?



Figure 2: Community empowerment drawing. Photo credit: Wood, 2018

Part 2: Empowerment Drawing Activity (40 min)

After the participants collectively define empowerment, the facilitator will ask participants to draw the profile of the most empowered, least empowered, and intermediately empowered man (in that order) followed by the profile of the most, least, and intermediately empowered woman. Start by asking participant to draw individually (allocate about 15 min). Collect their drawings. Afterwards ask participants

to form into groups (at least 5 people) and then ask to collective draw the profiles (allocate another 15 min).

Below is the template that can be used to facilitate the drawing (note: the numbers represent the order in which participants are asked to draw each image).

	Most empowered	Intermediately empowered	Least empowered
Man	1	3	2
Woman	4	6	5

During drawing facilitator may ask participants the following questions as prompts:

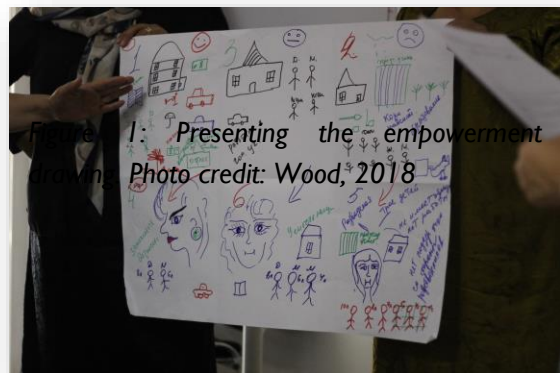
1. What does the most empowered woman/ man look like?
2. What does his/ her family look like? Does he/ she have children? Is the spouse working abroad?
3. How does he/ she treat their spouse? How does he/ she treat their children?
4. What assets does he/ she have? Does he/ she have a job? Does he/ she control the household income?
5. What was his/ her childhood like? Is he/ she educated? What about the spouse, his/ her siblings and his/ her parents—were they educated?
6. Does he/ she have lots of friends in the community? Does he/ she have lots of relatives in the community?
7. What type of roles and responsibilities does he/ she have in the community?
8. Has he/ she experienced violence?*
9. Has his/ her children experienced violence?*

*GBV-related questions

These questions will be asked for each of the categories of empowerment (most, middle, least) first for men and then for women.

Part 3: Ranking identified traits of empowerment and disempowerment (10 min)

Participants will be asked to place a ranking value on 3 of the three identified descriptive traits of empowerment included in the drawing (1 = most influential factor; 3 = least influential factor). This ranking will be used to form scores across a range and serve as a point of comparison between male and female participants.



Repeat the same to rank disempowerment.

Note: rankings can be written on the back of the chart paper, a number can be placed on the drawing, or facilitator can take personal notes.

Things to keep in mind:

- Limit clarification that suggest or leads the participant.
- In the beginning of the activity, lay down some ground rules about the activity, for example, taking turns while speaking to ensure that everyone's voice is heard and that everyone receives respect from the group while talking.
- If the group is shy, assure them that there are no wrong answers. Explain them that we are interested in their perspective.
- This activity can work with minimum facilitation, allowing the group to discuss among themselves with guiding questions from the facilitator. Gauge your input to ensure that the participants are leading the discussion.

Session 7: Peer-to-Peer Exercise

- Mini-lecture – Explain the purpose and method behind the peer-to-peer interviews after the workshops have ended.
- Activity – Pair up and practice the peer-to-peer exercise and discuss whether the questions being asked are appropriate.

The guiding questions for peer-to-peer interview may include:

- How common do you think that people within [replace with the name of area people in] experience violence within the household? Why?
- Can you describe what type of violence [for prompts: physical, psychological, sexual) is common? Why?
- Who do you think are the victims? Why?
- Who do you think are the perpetrators? Why?
- What do you think is the root cause of this violence in your area? Why?
- Do you think it is preventable? Why?

This activity may take about 60 minutes or longer.

Session 8: Community Workshop Materials

- Working individually or in groups – allowing TOT participants to develop their own GBV workshop material for community work.
Time allotted for this activity – half a day or more. Encourage participants to present their materials to their peers in the TOT workshop for feedback.

Session 9: The Bridge of Possibilities

- Group Discussion – Finding collective solutions to address GBV
For this group discussion a 15% Solutions exercise from the Liberating Structures can be applied (for more information visit <http://www.liberatingstructures.com/7-15-solutions/>)
Basic instructions:
 - Everyone is given an equal time and opportunity to participate
 - Depends on the number of participants (pairs, groups of four or whole group). Preferably 3 groups of 4 each.

- Space - groups of 4 chairs with no tables
- Structuring invitation: In connection with your group's challenge, ask: Select the problem. Now what is your 15 percent? Where do you have discretion and freedom to act? What can you do without more resources or authority?"
- Provide notepads to record observations and insights
- Sequence:
 - First alone – each person generates his or her own list of 15% solutions – 3 min
 - Individuals share their ideas with a small group (4 members) – 2 min. per person and one person at a time – 8 min total
 - Group members provide a consultation to one another (asking clarifying questions and offering advice) – 2 min. per person and one person at a time – 8 min total
 - Group prepares to present– 2 min.

End of Training the Trainer workshop!

For workshop agenda we enclosed a tentative [agenda](#), which can be adapted to meet the goals of the workshop session.

Workshop Materials

The workshop materials in the Training of Trainers Workshop on Gender-based Violence are based primarily on Health Actions for Women: Practical Strategies to Mobilize for Change Training Manual available on http://en.hesperian.org/hhg/Health_Actions_for_Women

For full citation: Melissa Smith, Sarah Shannon, and Kathleen Vickery. 2015. Health Actions for Women: Practical Strategies to Mobilize for Change. 1st Edition. Berkley, CA: Hesperian Health Guides.

Annex

GENDER-BASED VIOLENCE TRAINING FOR EXTENSION FIELD STAFF

WORKSHOP AGENDA

Review workshop objectives:

1. Violence

- Define the different types of violence.
- Name and give examples of violence.
- Describe basic concepts of GBV such as gender, violence, harm, power, and consent.
- Identify common factors that cause, contribute, and consequences of GBV.
- Discuss the attitudes, beliefs, norms, and structures that condone GBV.

2. Gender

- Identify your own preconceived ideas about gender roles.
- Review women's empowerment and introduce community empowerment drawing
- Introduce and practice peer-to-peer discussions

Day 1

8:30 am	Welcome and workshop overview
9:15 am	Session 1: What is violence? Mini-lecture - Introducing types of violence, define violence and introduce intimate partner violence (IPV) and gender-based violence (GBV) Discussion – Gender-based violence affects everyone
10:15 am	Tea and coffee break (15 min) Activity – Pass the cabbage
12:00 pm	Lunch break
1:00 pm	Session 2: Causes of Gender-based Violence Mini-lecture – Examine how harmful ideas about masculinity and femininity justify men's use of violence against women, children, and other with low status Discussion – Explore the causes of GBV in Khatlon Province Activity – The cycle of violence
3:00 pm	Tea and coffee break (15 min)
3:15 pm	Session 3: Men's roles in GBV Mini-lecture – Discuss and review the different ways men can contribute to the prevention of GBV Discussion – Do men have a role in prevention? Activity – Role play the bystander
4:45 pm	Reflection
5:00 pm	Adjourn

Day 2

8:30 am	Session 4: Discussing Power Mini-lecture – Review how the power differentials between male and female, educated and undereducated, adults and children, etc. may influence violence Discussion – The power shuffle, who holds power in the household? Activity – More powerful vs. less powerful
---------	---

10:00 am	Tea and coffee break (15 min)
10:15 am	Session 5: Empowerment Mini-lecture – Identify the major concepts within men and women’s empowerment.
12:00 pm	Lunch Break
1:00 pm	Session 6: Community Empowerment Drawing Mini-lecture – Describe the concept of community empowerment drawing and its purpose within different cultures and geographical regions Activity – Conduct the community drawing with extension workers
3:00 pm	Tea and coffee break (15 min)
3:15 pm	Session 7: Peer-to-Peer Exercise Mini-lecture – Explain the purpose and method behind the peer-to-peer interviews after the workshops have ended Activity – Pair up and practice the peer-to-peer exercise and discuss whether the questions being asked are appropriate
4:45 pm	Reflection
5:00 pm	Adjourn

Day 3

8:30 am	Session 8: Community Workshop Materials
9:00 am	Group Discussion – What is violence to you? (have them define violence within HH and community – drawings)
9:30 am	Mini-lecture (10 minutes)– Introduce the definition of violence and core concepts of gender-based violence
9:40 am	Group Discussion – triggers, what can be done to stop/prevent GBV
10:15 am	Tea and coffee break (15 min)
10:30 am	Group discussion (15 minutes) – Examine the different definitions of empowerment
10:45 am	Community Empowerment Drawing
11:30 am	Peer-to-peer Discussions (recorded)
12:00 pm	Lunch Break
1:00 pm	Session 9: The Bridge of Possibilities Group Discussion – Finding collective solutions to address GBV, role of extension
3:00 pm	Tea and coffee break (15 min)
3:15 pm	Planning for Friday and Monday Community Workshops
4:45 pm	Review & reflection
5:00 pm	Adjourn