



# EMPOWERING STAFF TO COMBAT VIOLENCE AGAINST WOMEN

Danner Training Manual

### Author and Editor

Anne Zachø Møller, Danner

### Illustrations

Anne Zachø Møller, Danner

### Design and layout

It's all about

### 4th edition: 2022

The production of this manual was made possible by Kvinfo and the Danish Ministry of Foreign Affairs through the Danish-Arab Partnership Programme.

Available at [www.danner.dk](http://www.danner.dk) or [www.issuu.com](http://www.issuu.com).  
Search for 'Danner training manual'.

Danner is an advocacy and empowerment organization that works towards a world without violence against women and children. We support survivors of violence and we provide training to women's shelters around the world. Ultimately, we work for a world of equity so everyone can enjoy a life in freedom.

Danner  
Nansensgade 1  
DK-1366 Copenhagen  
[www.danner.dk](http://www.danner.dk)

© This manual is protected by Copyright.  
Danner permits use, copying and distribution of this material under the terms of the license below. We encourage copying and quoting from this material as long as credit is given to the source. However, no part of this material may be used for commercial purposes in any form or by any means, without prior permission in writing from Danner. Any and all use of this manual must follow the Creative Commons License  
CC BY-NC-SA 4.0

The terms of the License can be found here:  
<https://creativecommons.org/licenses/by-nc-nd/4.0/>



**For contributions, input  
and assistance, thanks to:**

Amal Farhat Bassil  
Amel Fahmy  
Anna Bundgård Larsen  
Anna-Maria Mosekilde  
Anne Steensberg  
Cathrine Marie Birk von Rosen  
Christina Filtenborg  
Christine Bystøl  
Clara Christensen  
DareGender  
Ditte Marie Specht  
Fatima Outaleb  
Hajer El-Kefi  
Juliane Birkedal Poulsen  
Karla Sidenius  
Katja Gregers Brock  
Lisbeth Mosebo  
Lærke Jensen  
Malene Grau Nielsen  
Malene Muusholm  
Marie Diernisse Langsted  
Marie Juul Petersen  
Mathilde Andersen  
Meriem Ben Lamine  
Mette Marie Yde Poulsen  
Mina Jaf  
Mira Rønje  
Nabil Cherni  
Pia Yvonne Nielsen  
Rikke Abraham Callesen  
Sara Andersen  
Signe Borker Bjerre  
Signe Hoffmann Pedersen  
Susanne Maria Lamhauge

**For inspiration and  
resources, thanks to:**

A.L. Mendelow  
ABAAD  
ActionAid  
Air University  
ALIGN platform  
Anette Holmgren  
Anita Killi / Trollfilm  
Babette Rothschild  
BigBlueButton  
Bigger Picture  
Cathy Zimmerman, Mazed  
Hossain, Kate Yun,  
Brenda Roche, Linda  
Morison, Charlotte Watts  
Daniel Goleman  
David Kolb  
Development Impact and You  
Edgar Dale  
Emma Fulu and Stephanie  
Miedema  
Eva Lundgren  
Holly Hammond and Pru Gell /  
The Change Agency  
Hyper Island Toolbox  
IGLYO – The International  
LGBTQI Youth and Student  
Organisation  
Images MENA  
Jackson Katz  
Jane Monckton Smith  
Implement Consulting Group  
Jesper Ibsen Larsen  
Jitsi  
Judith Butler  
Justin Baldoni  
Kahoot  
Ken Blanchard and Paul  
Hersey  
Kirsten Børsting  
Lori Heise  
Maggie Carey and Shona  
Russell  
Matthew S. Richards  
MenEngage Alliance  
Mentimeter  
Michael P. Johnson  
Michael White / The Dulwich  
Centre

Microsoft Teams  
Mindtools  
Mixed Migration Centre /  
Danish Refugee Council  
Mural  
Ncazelo Ncube / REPPSI  
Next Step Partners  
Nils Christie  
Olga Phoeni  
Partnership for Maternal,  
Newborn and Child Health  
Promundo  
Rights Ambassadors, Palestine  
Roger Greenaway  
Saba Mahmood  
Saionara König-Reis  
Scott Horton  
Seeds for Change  
Siddharth Kara  
Sine Plambech  
Stephen Castles, Hein de Haas,  
Mark J. Miller  
Sus Sola Corazon, Ulrika  
Stigsdottir, Anne Grete  
Claudi Jensen and Kjell  
Nilsson  
The Barefoot Guide  
The Danish Institute for Human  
Rights  
The Magic Sauce  
UNCT Vietnam  
UNHCR  
UNODC  
UN Women  
Women Deliver  
World Health Organization  
Zoom

# TABLE OF CONTENTS

**6 DANNER'S MOTIVATION**

**8 ABOUT TRAINING**

**8 Manual Guide**

8 Who is this manual for?

9 How to use the manual

**12 Training Methodology: Participatory and Experience-Based Learning**

12 How to optimize the learning

13 How to make training participatory and experience-based

15 How to debrief an exercise

16 How to use visual aids to enhance the learning

**22 The Role of the Trainer**

22 Trainer and facilitator

22 Facilitation dos and don'ts

24 Two key facilitation techniques

26 Facilitation challenges – and how to overcome them

**28 How to Plan a Training – 8 Steps**

**32 ONLINE TRAINING**

33 The Role as Host

34 Before the Training

35 During the Training

38 Exercises Suited for Online Training

41 Simultaneous Interpretation in Zoom

**46 TOOLBOXES**

46 Introduction to Toolboxes

48 Daily Recaps and Evaluations

56 Energizers, Icebreakers and Teambuilding

64 Brainstorm, Discussion, Decision Making and Roleplay

74 Feedback

<b>78</b>	<b>TRAINING CONTENT</b>
<b>78</b>	<b>Chapter 1: <u>Violence and Rights</u></b>
88	Session 1: <u>Conventions</u>
102	Session 2: <u>Women's Rights</u>
112	Session 3: <u>Children's Rights</u>
122	Session 4: <u>Implementing a HRBA</u>
136	Session 5: <u>Defining Violence – GBV and VAW</u>
144	Session 6: <u>Advocating for Women's Rights</u>
<b>156</b>	<b>Chapter 2: <u>Understanding Violence</u></b>
158	Session 1: <u>Gender Stereotypes</u>
170	Session 2: <u>The Four Types of Violence</u>
184	Session 3: <u>The Spiral of Violence</u>
200	Session 4: <u>Children and Violence</u>
216	Session 5: <u>The Social Ecological Model</u>
<b>224</b>	<b>Chapter 3: <u>Working with Violence</u></b>
226	Session 1: <u>Showing the Way</u>
232	Session 2: <u>Admission to the Shelter</u>
248	Session 3: <u>Conversation Techniques – Women</u>
268	Session 4: <u>Conversation Techniques – Children</u>
286	Session 5: <u>Tree of Life</u>
296	Session 6: <u>Leaving the Shelter</u>
<b>306</b>	<b>Chapter 4: <u>How to Take Care of Yourself</u></b>
312	Session 1: <u>Compassion Fatigue: When Empathy Becomes a Burden</u>
328	Session 2: <u>Vicarious Trauma: Taking over the Trauma</u>
342	Session 3: <u>Countertransference: Our Own History</u>
354	Session 4: <u>Avoiding Stress and Burnout</u>
<b>368</b>	<b>Chapter 5: <u>Shelter Management</u></b>
370	Session 1: <u>Management Style</u>
382	Session 2: <u>Strategy and Organization</u>
394	Session 3: <u>Human Resources</u>
<b>402</b>	<b>Chapter 6: <u>Violence Against Migrant Women</u></b>
408	Session 1: <u>Contextualization</u>
420	Session 2: <u>Bias and Barriers</u>
430	Session 3: <u>Human Trafficking</u>
<b>442</b>	<b>Chapter 7: <u>Violence and Norms</u></b>
446	Session 1: <u>Norm Criticism</u>
456	Session 2: <u>Masculinities</u>
466	Session 3: <u>Violence and Myths</u>
<b>476</b>	<b><u>EVALUATING TRAININGS</u></b>
481	Evaluation tools

# DANNER'S MOTIVATION

## **WHY THIS MANUAL?**

This manual has come about simply because it is needed. Having provided training to shelter staff in different parts of the world for many years, we continue to see an increasing demand. With this manual, we wish to provide a solid foundation for systematic and efficient high quality training. To the benefit of trainers and participants alike.

The manual builds on the vast experiences gathered from Greenland to the MENA region and Afghanistan, where courageous people fight every day to make the lives of violence survivors just a little bit easier. We want to equip those amazing people with the tools to provide the best possible assistance, and to be able to protect themselves from burnout, facing serious cases of violence on an everyday basis. This manual is the necessary foundation for continuing and improving this important work.

## **BACKGROUND**

Danner staff has conducted training for many years, increasingly systematizing it from single events to larger projects. Founded in 1979, Danner is among the pioneers of the Danish shelter movement, which has inspired other parts of the world when embarking on their own journeys establishing shelters and fighting for women's rights.

Since 2007, Danner has shared experiences and provided training in Morocco, Tunisia, Bahrain, Jordan, Lebanon, Egypt, Palestine, Saudi Arabia, Greenland, Afghanistan, Romania, Burundi, etc.



After the revolution in Tunisia in 2011, we have been contributing continued capacity building to the first shelters in the country. Shelters, women's rights organizations and ministry officials in Afghanistan have received training between 2012 and 2018 and all staff at the seven shelters in Greenland have been part of continued trainings from 2014 to 2019. Capacity building for volunteers and professional staff in Palestine and Burundi can be added to the list.

Nationally, Danner has provided capacity building to shelters as well as a variety of other relevant staff groups, including police, health care professionals, etc.

We wish to increase this important work of solidarity, seeking new opportunities to cooperate with and support the people who protect violence survivors and prevent new violence around the world. The training manual will be the backbone of all future Danner training activities in Denmark and abroad.

Sincerely,



Lisbeth Jessen  
Danner CEO

# MANUAL GUIDE

## WHO IS THIS MANUAL FOR?

### Trainers

This manual is the handbook of all Danner trainers. A Danner trainer can be a Danner staff member or another highly qualified professional, who is assigned by Danner to provide training related to violence against women, especially domestic violence. All trainers have a vast working experience within the field and are able to draw on their own experience when training. They work with a Human Rights Based Approach, and base the training on Experience-Based Learning, the pedagogical methodology of the manual. The training sessions are described in great detail, so trainers will be provided with the framework, which secures the experience-based form, thus optimizing the learning outcome for the participants.

### Target Groups

The primary target group for training is defined as staff working directly with survivors of domestic violence. This includes shelters and related services, such as counseling and listening centers. Some chapters specifically cover shelter methodology and are exclusively targeting this group. Other themes are more widely applicable. Officials in municipalities, ministries and parliaments, who hold the role of duty bearers in terms of securing the rights of the survivors, will benefit from learning more about violence, and linking it to fundamental rights. A wide variety of other professionals including police, legal staff, health care staff, etc., potentially in touch with survivors of violence, are also relevant target groups.

### Partner Organizations

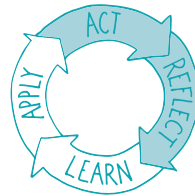
The manual can be used in all parts of the world. Violence happens everywhere and influences human beings in the same way. Contexts vary, and the manual provides a framework for the training, which can be adapted to fit any context. This will be done by the trainers, assisted centrally by Danner.

Trainings are conducted in cooperation with the participant organization, who typically will be responsible for practicalities such as catering, venue, stationary, local transport, etc. We have worked with organizations varying from large ones to small-scale local initiatives, from experienced to newly established, and from idealistic enthusiasts with no formal training to highly skilled professionals.



## HOW TO USE THE MANUAL

The manual starts with an introduction to the methodology of Experience-Based Learning, including the role of the facilitator – the trainer. Every exercise throughout the manual is marked by the experienced-based learning cycle.



This icon will guide you and make sure your training covers all four steps of this methodology in order to optimize the learning outcome for participants. See more about the method in the [Training Methodology chapter](#).

The chapter How to Plan a Training carefully takes you through every step of planning in a chronological order. This is followed by a chapter on Toolboxes which offers a variety of exercises and formats to support the facilitation of the training. You can always go to the toolboxes to look for other ways to facilitate a session or an exercise than the one that is suggested in the training session text. Or if you need an exercise to start or end the day, recap or evaluate learning, support teambuilding or inject renewed energy in the group. Finally, you find the training content itself.

### Training Content

The manual is divided into training themes:

- [Violence and Rights](#)
- [Understanding Violence](#)
- [Working with Violence](#)
- [How to Take Care of Yourself](#)
- [Shelter Management](#)
- [Violence against Migrant Women](#)
- [Violence and Norms](#)

Each training theme includes a number of sessions covering sub-themes. The sessions can be combined in numerous ways. When planning a training, you can pick and mix elements from as many themes as you find relevant, in order to meet the needs of the participants.

Violence and Rights offers training in the Human Rights Based Approach (HRBA), introducing relevant international conventions and linking them to the daily work of the participants. Understanding Violence introduces central theories of violence, looks critically at gender stereotypes, includes an introduction to how children are affected by violence, and finally tackles the problem on a societal level.

Working with Violence provides a systematic approach to shelter work covering admission to, staying at and leaving the shelter. It offers a variety of tools to work with the women and children at different stages.

How to Take Care of Yourself provides tools and techniques to prevent different types of compassion fatigue – a challenge for all who work directly with violence survivors. The tools can be employed both on an individual level and by a group of colleagues.

Shelter Management specifically targets managers, looking into management styles, strategic and organizational work as well as how to manage and support staff.

Violence against Migrant Women devotes special attention to the group of women, who – although naturally diverse – shares the condition of migration, which is known as a factor adding to vulnerability. It delves into context, bias and barriers and specifically looks at trafficked women, as well.

Violence and Norms looks at beliefs and values, which allow and support violence against women. It explores theory as well as specific myths and norms, including masculinity norms.

### **Approach – Human Rights Based vs Charity Based**

It is vital to understand and approach violence against women as a human rights violation, in order to be able to provide the best possible assistance with the most sustainable results for women and their children. Therefore, we recommend to start each training with either 1) the session titled Conventions or 2) the session titled Implementing a HRBA (both found in Violence and Rights). This lays the foundation of the Human Rights Based Approach to viewing survivors of domestic violence as rights holders and not as victims in need of charity. Hence, approaching violence against women from a rights perspective requires enhancing the professional skills of duty bearers – e.g. shelters – generally responsible for providing adequate responses and care to women and children survivors of domestic violence.

In cases, where this approach is new to the participants, it will constitute a framework, which can be practiced and revisited throughout the training, in order to shift the understanding of shelter work itself; from seeing the women and children as victims with weaknesses and needs, to seeing them as subjects with rights, agency and potential.

### **Violence and Children**

One might ask why Violence and Children is not a separate theme? The reason is simply that the theme of children should be a general and mainstreamed focus when working with domestic violence. It is always the responsibility of grown-ups, including professionals, to make sure that the children are taken care of. Children are the grown-ups of tomorrow, and keeping a focus on children, equaling that of the women, is a crucial part of providing the right assistance and preventing the violence from reproducing itself.

As working with children exposed to violence can take numerous forms, and require just as many different responses, the manual lays out the framework for training different tools and methods in different settings and situations. It is up to the trainer and participants to decide on the specifics of each session and exercise, in order to make it relevant. E.g. children of different ages require different approaches. The [Background Paper on Conversation Techniques – Children](#) provides inspiration.

Throughout the manual, sessions addressing children will be marked by this icon:



The intention is to make it easy for the trainer to locate the elements focusing on children when planning the training, and to insert a recurring visual reminder of the importance of including a focus on children when working with domestic violence in general.

For sessions specifically addressing children, the use of the Child Prop is recommended. The Child Prop is marked by the Child Prop Icon throughout the material, in order to remind the trainer to use it in specific sessions and exercises.



The child prop can be any object used to mark the child and the child's perspective: a hat, a teddy bear, a pair of glasses, etc. E.g. participants playing a child in a roleplay should wear the child prop, and the trainer should make an effort to use the child prop throughout the training, e.g. by picking it up when pausing to reflect on what the child might have wanted in a specific situation, or when simply reminding participants to put themselves in the place of the child. The child prop should then physically be handed to the person sharing her input, and passed on to the next one opting to speak on behalf of the child, etc.

## HOW TO NAVIGATE IN THE MANUAL

Throughout the manual, you will find both external links which connect you directly to relevant external resources, and internal links which direct you to other parts of the manual, relevant to the part you are working with. When referring to pages within the same chapter, links are not provided, but you simply have to scroll a few pages back or forward to find what you need.

On every page, you have the option of returning to the table of contents, by pressing the red menu button. From the table of contents, you can use the links to jump directly to any part of the manual.

You can also use the search function, if you need to find a specific place or concept, which is not individually listed in the table of contents. Simply click Ctrl + F to open the search function and type in your search word.

**Enjoy!**

# TRAINING METHODOLOGY

## PARTICIPATORY AND EXPERIENCE-BASED LEARNING

Training is a learning process of new skills, concepts and behaviour. Traditionally training has been the transfer of expertise from trainer to learner, where the trainer decides what the learners need to learn. That approach assumes that the trainer knows everything and that the learner is an empty container to be filled up by the trainer – giving the learner a passive role.

This manual is instead written from a learner-centered approach and the sessions and exercises make use of participatory and experience-based methods.

Adult learners are self-directed and they have control over whether they want to learn or not. Since they can only develop themselves, and no one can force them, being motivated is essential for learning to take place. It is thus the role of the trainer, to guide them through the learning process and ensure that the content is relevant and meaningful to them. In this chapter, we give a short overview and background of this approach.

### Adults are motivated to learn if

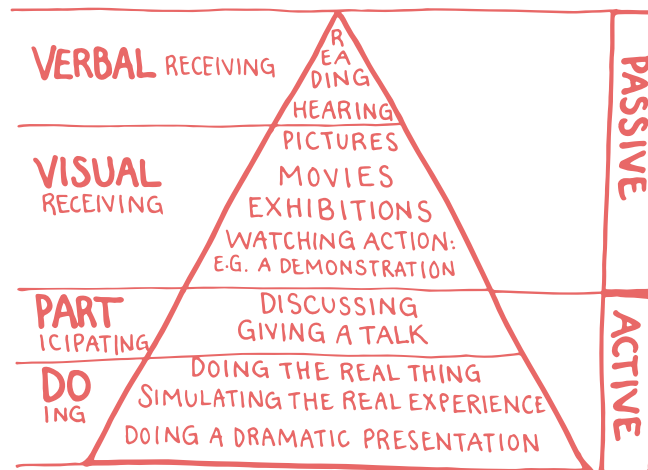
- The **content is relevant** to their lives and problems. They want to learn something that they can apply.
- They can have **influence on the content** and feel that they are contributing – also to the learning of others.
- Their unique background of **knowledge and experience is recognized**, built on and used for learning.
- Learning is also an **emotional experience**. Learning occurs through feeling – as much as it does through thinking and acting.

## HOW TO OPTIMIZE THE LEARNING

### The Cone of Learning

The training methodology is crucial to the outcome of the training. The aim is for the participants to take important new knowledge, skills and tools with them, and to be able to

implement them in their daily work after the training. The Cone of Learning<sup>1</sup> shows how we can increase the chance of this outcome, by involving the participants as much as possible in the learning process. E.g. by using visual aids (a film, graphic facilitation, etc.), as opposed to just telling the participants something, you can significantly increase the chance of them taking the message in. And you can further increase the learning outcome by involving the participants in roleplays and other ways of active and creative participation.



### Learning objectives

It is very important to formulate learning objectives for any training. Learning objectives describe what the participants will have learned at the end of the training, and will function as a compass for both trainers and participants. Suggestions to learning objectives are provided on the front page of each session, and more information on how to formulate good learning objectives is found in [How to Plan a Training](#).

### Training evaluation

Ongoing evaluation is crucial in order to optimize the learning outcome of trainings. Trainers and Danner staff work together in securing evaluation data, which can be used both to document the effect of our work, and to continuously adjust and improve the trainings. Please see the [Evaluating Trainings](#) chapter for more on why, when, what and how we evaluate.

## HOW TO MAKE TRAINING PARTICIPATORY AND EXPERIENCE-BASED

### The Experiential Learning Cycle

A participatory approach means that learning occurs through active involvement of the participants. Trainers facilitate the learning process, by asking questions and engaging participants through interactive methods. Participants actively construct their own knowledge and answers together with their peers – and there may be many different answers. Inexperienced trainers may slip unknowingly into teaching mode, telling participants what they should have learned. But the goal should be to help participants to themselves uncover the learning that is essential to them.

<sup>1</sup>Edgar Dale, 1969.

The Experiential Learning Cycle<sup>2</sup> is a good model for understanding how that process works, and how to structure the process as a trainer. By using this model, you can turn any experience into a learning opportunity! You will find the cycle throughout the manual, always indicating which part of the learning process, you are working with.



The cycle consists of four steps: Act, Reflect, Learn, Apply.

After an experience (act), the learner reflects back on what happened, and how it felt (reflect), before understanding why it happened, and what can be learned from the experience (learn). Finally, the learner will apply the new knowledge, skill or behaviour in their daily work (apply), which will lead to new actions that can be reflected upon and so on.

The cycle can be used for planning, conducting and debriefing your session, making sure you cover all the different parts of the cycle, in order to create the best possible learning experience.

### Planning your session

When you plan your session with your learning objectives and exercises, you also want to make sure that you are going through all parts of the learning cycle. The following examples go through the steps in a chronological order. This is not always necessary, but the important thing is to cover all four.

#### Example 1: A session introducing an international convention

*Reflect:* Do a brainstorm exercise bringing in previous experience: What do the participants already know about the convention?

*Learn:* A participatory exercise going through some of the concepts in the convention.

*Apply:* Group work on how participants can use this knowledge? Where will it be relevant?

*Act:* Ending with an exercise where they try to use the convention – e.g. a quiz or an interview.

*Reflect:* How was it to use the convention?

*Learn:* What did you learn?

And so on..

<sup>2</sup>David Kolb, 1984.

## Example 2: Conversation Techniques

*Reflect:* Individually or in pairs, the participants reflect on their previous experiences with having conversations with women or children at the shelter.

*Learn:* The trainer introduces one or more new tools or methods, which can be used in conversations.

*Apply:* Participants make a plan for how they can use what they have just learned.

*Act:* Do a roleplay of a conversation, where participants get an experience of using the new tools.

*Reflect, learn, apply:* Debrief the roleplay by using all four types of Roger Greenaway's questions (see below), working your way through the learning cycle again.

## HOW TO DEBRIEF AN EXERCISE

In this manual, we reserve substantial time for debriefing after the exercises. It might seem too much, but make sure not to underestimate the importance of debriefing. It is the debriefing that ensures the learning of an exercise, because the debriefing helps the participants process the exercise experience, extract learning and build the important bridge to implementation. In the session descriptions, we suggest specific debriefing questions to ask. However, understanding the general structure of debriefing will allow you to more easily improvise.

Roger Greenaway's simple set of questions – based on Kolb's experiential learning cycle – are also divided into four steps. After an exercise, you ask the participants:

- Facts: *What happened?* (Act)
- Feelings: *How did it feel?* (Reflect)
- Findings: *Why did this happen? What does it remind you of?* (Learn)
- Futures: *What will you do differently next time, based on what you just learned from this experience?* (Apply)

It is important to separate and emphasize each of the four steps. As trainers we can tend to jump from an experience (act), directly to talk about how we can use it (apply). But it is essential to first establish a group understanding of exactly what happened, how it felt, what was challenging and why, etc. – in order for participants to relive the experience, and ultimately put the pieces of a lesson together and reach a deeper or new understanding. A good debriefing ideally leads to these enriching experiences.

At the end of the sessions, this manual often suggests a sum-up, which is different from a debriefing. While the debriefing works to extract learning from an exercise, going through the action and feelings involved, a sum-up merely makes sure the central points of the session are emphasized in the end. A sum-up is shorter than a debriefing and ideally links one session to the next.

## HOW TO USE VISUAL AIDS TO ENHANCE THE LEARNING

### Graphic facilitation

Edgar Dale's Cone of Learning shows very clearly how we can increase learning by activating different senses. One way of doing that is to use graphic facilitation. A general misunderstanding is that graphic facilitation requires very good creative skills. It actually does not: You do not need to draw well in order to be able to use graphic facilitation to improve your training. But you do need to get used to thinking more visually and find ways to include visual elements in your training. If you find that the illustrations in this manual (the icons mentioned above, but also illustrations found in handouts) are helpful, you already know how visual aids can be useful. They can create an overview, inspire ideas and links, and work as a super easy reminder, which brings back the relevance of an agenda or something else much faster and much more efficiently than a text would.

Below, we provide a few models you can use in your training, but there are unlimited ways, models, icons, etc. to be found online. If you have trouble finding out how to illustrate something, e.g. a dialogue, all you need to do is an online search (any search engine, choose 'images') and add the word *icon* after your search word: *dialogue icon* will give you numerous examples of how a dialogue can be illustrated.

In the following examples, colours are not applied, but please see the link at the end of the chapter for more on how colours can be used to further strengthen your graphic facilitation.

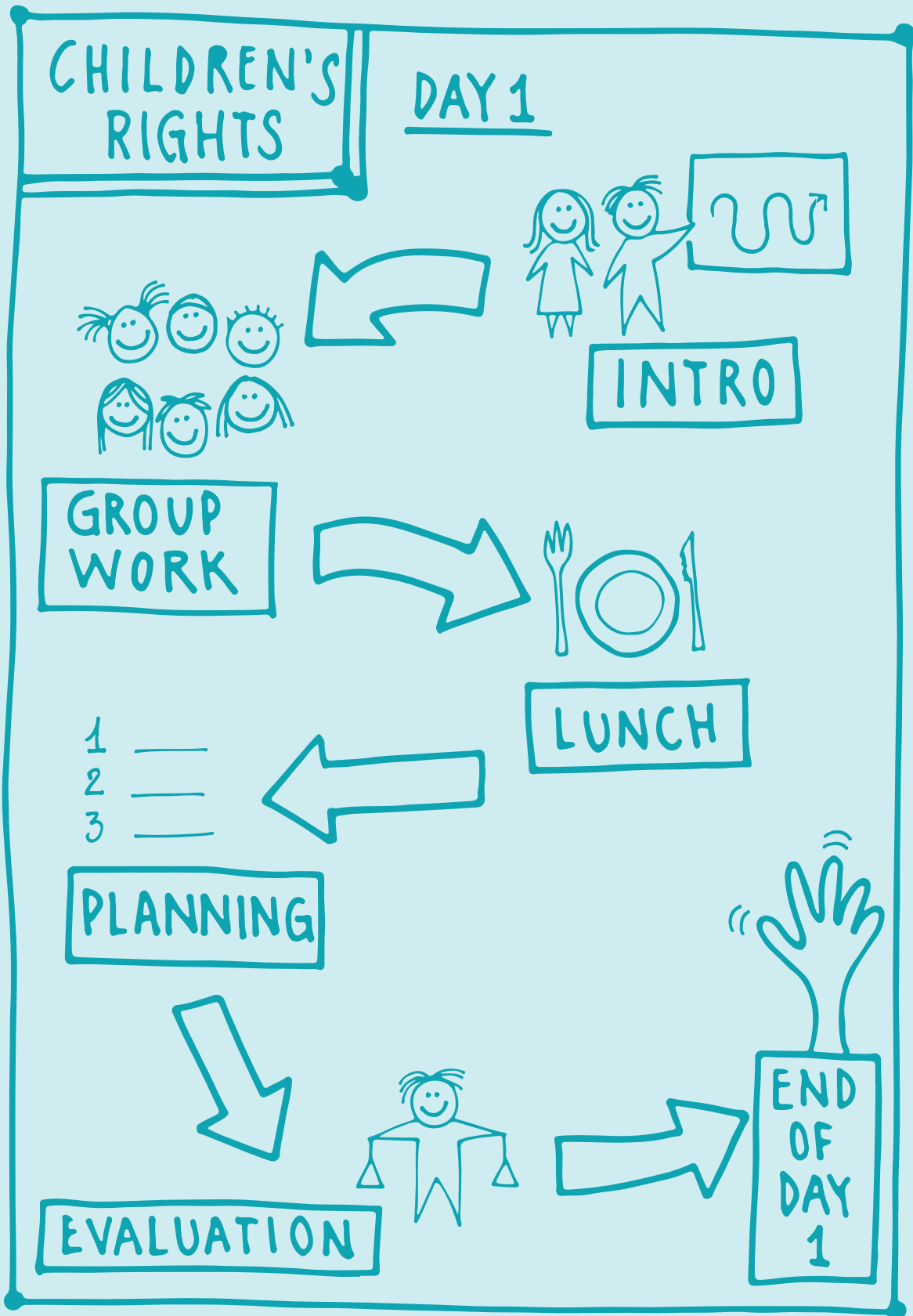
### Examples you can use in your training

We recommend to always make a visual outline of the agenda – per day or covering the whole course of the training. It is a great tool to show progression and links between sessions and days, and you can use it actively throughout the training to show the participants how far you got and what is coming next.

NB! You might need to adapt your planned agenda along the way, so drawing too much or too many details might end up a waste of time, if you have to redo it too many times.

Here are two different examples of how you can draw an agenda in order to visualize the flow of the program.





# AGENDA MAY 10TH 2018



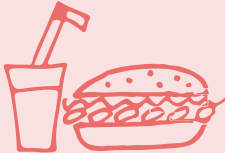
ARRIVAL & WELCOME



LEARNING OBJECTIVES &  
PROGRAM



THEORY



LUNCH BREAK



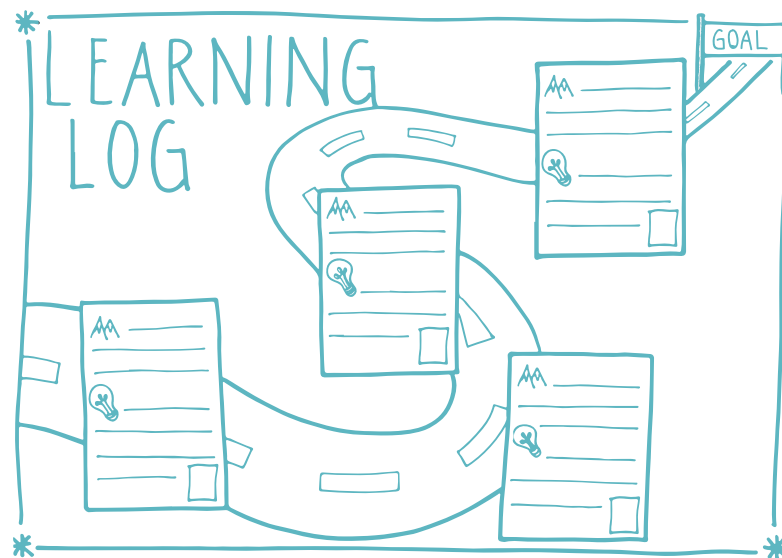
ROLEPLAY



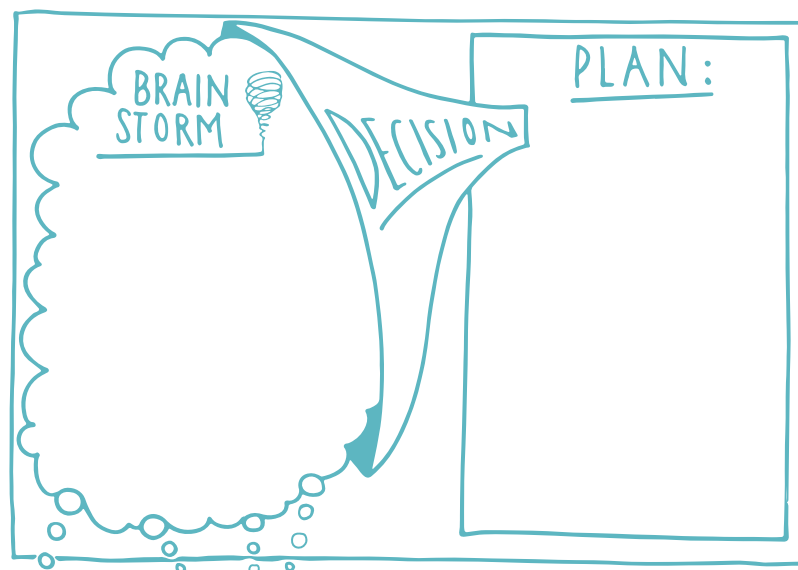
SUM-UP & GOOD BYE



If you want to **emphasize the learning outcome**, you can use a learning log. During the course of the training, you fill in the blanks with e.g. challenges and new insights (or other elements of your choice). A checkbox is also a very tangible tool to create a shared experience of progress and success.



A complex process, e.g. a **brainstorm, discussion and decision making** process, can also be helped along by graphic facilitation. Visualizing the process before embarking on it can clarify the steps and purpose, and during the process you can revisit and fill in the model to help everybody stay on track and focused.



Try it out. Start with the simple guide to graphic facilitation (link provided below), and go through its seven steps, pausing the video while drawing along yourself. Then you will be ready to create great training full of powerful visual elements enhancing the learning experience for all.

## MORE INFORMATION

### **Bigger Picture's Guide to graphic facilitation**

<https://www.youtube.com/watch?v=S5DJC6LaOCI>

### **On Experience-Based Learning**

<https://drive.google.com/file/d/0BxTnTClzRqcUvWgxVWZwWS1BNEE/view>

<https://drive.google.com/file/d/0BxTnTClzRqcURkVzMHRucVp5SHc/view>

### **David Kolb's Experiential Learning Cycle**

<https://simplypsychology.org/learning-kolb.html>

### **Roger Greenaway on debriefing (here referred to as reviewing)**

<http://reviewing.co.uk/articles/the-art-of-reviewing.pdf>

<http://reviewing.co.uk/learning-cycle/index.htm>

### **Edgar Dale's Cone of Learning**

The model is found in Dale's publication from 1969, titled Audiovisual Methods in Teaching. There are many references to his theory and model online, but often the model appears with percentages indicating how much of the input we are presented with, we remember after two weeks. However, this was not part of Dale's original work. It has been criticized because the learning outcome varies from one person to another, depending on which learning style appeals most to the individual.



# THE ROLE OF THE TRAINER

## TRAINER AND FACILITATOR

A trainer has a number of different roles to play when conducting a session. She needs to create active participation of the participants and make sure that the methods she uses help bring forward the participants' own experiences, their ideas for new solutions, their reflections on their own practice, etc. This ensures a learner-centered approach rather than a trainer-centered one.

Within the realm of experience-based learner-centered education, we talk about being a facilitator or a trainer rather than a teacher or an educator.

According to the dictionary, *facilitate* means to make something easy or convenient. Facilitation in its purest form is the art of guiding the process towards the group's goal, while the facilitator herself remains neutral to the content of the session, intervening only to keep the group process on track. But when the facilitator is also the trainer, meaning an experienced and qualified professional in relation to the training theme, she will also take on the expert role at times, e.g. when doing presentations and introducing new tools and methods.

## FACILITATION DOS AND DON'TS

There is no single right way to facilitate a group. Much depends on the particular group at hand, the subject of the training and your personal facilitation style. Below are some key elements of good facilitation.

### Create a safe space

Make everyone feel welcome and comfortable enough to share their thoughts and experiences. You can use warm-up exercises to break the ice and small pair or group talks for sensitive issues.

### Involvement

Give all participants a chance to take active part in all exercises and activities. Make sure that nobody falls under the radar.

### Flexibility

Customize or change your sessions according to the participants' needs. Divide large groups into small teams or pairs if needed. Use alternatives to roleplays if the participants are not comfortable with this exercise form. Make room for repetition, leaving out otherwise planned material, if necessary. And include the participants in some of these decisions, in order to create a sense of ownership, and to make sure you meet their actual needs.

### Time keeping

If at all possible, always start the session on time even if not all are present. And end the session and the day on time as well, respecting that perhaps the participants have to rush home to their families, etc.

The following dos and don'ts are useful tips and guidelines that will make you a better facilitator.

#### DO

- Start every session with a clear framing:
  - Why do we have this session?
  - What will we do and learn in this session?
- Include a couple of energizers or teambuilding exercises in each training day and use them strategically.
- Use lots of visual materials: handouts, films, flipcharts, graphic facilitation elements.
- Get the participants up from their seats at least once a session.
- Help the group work together to formulate and reach its goals.
- Honor and appreciate each participant and her contribution.
- Always round off each exercise / session / day with a sum-up or debriefing.

#### DON'T

- Assume participants all have the same expectations when they arrive. Ask them individually about their expectations in the beginning.
- Impose a solution on the group. The group needs to find its own solutions.
- Downplay or ignore people's ideas. All ideas and inputs are valuable and welcome.
- Side with one person or one part of the group, but remain as neutral as possible.
- Dominate the discussion and talk the whole time.
- Allow dominant participants to take over the discussion.

## TWO KEY FACILITATION TECHNIQUES

Two central skills of facilitation are 1) the ability to listen actively and 2) asking great questions. These will help you harvest all the participants' experiences, ideas and opinions.

### Listen actively

Good listening skills are essential for good communication. One way for facilitators to learn to sense the feelings of the participants, is to listen to them carefully – both to the verbal communication (their words), and what comes across through their tone of voice and body language. The skills are quite simple and easy to learn. However, they do not necessarily come naturally to everyone.

#### What to do

- Show warmth through your facial expressions and voice and keep good eye contact.
- Show that you are listening by repeating the participant's strongest statements and most important issues or feelings. Either mirror or paraphrase the participant's statement.
  - Mirroring: Repeating (parts of) the statement, word by word.
  - Paraphrasing: Use your own words to sum up the statement.
- Ask mainly open-ended questions, and only one at a time.
- Pay attention to your body language. Make sure it shows openness and attentiveness.
- Face and move your body towards the person you are listening to.
- Stay focused and attentive. If your concentration starts to fail, take a break.

#### What to avoid

- Do not assume you know, what the speaker thinks and feels and what she intends to say. Listen without interrupting.
- Suspend your judgement. Wait until you have heard the entire content of the message before you evaluate and respond to it.
- Do not respond to questions you do not have the answer to. Instead, throw the question back to the participants, or postpone the answer to later when you have had the time to research on it.
- Do not let your mind drift to the upcoming break or the next session, you will have missed the best points.



### Ask great questions

Questioning skills are important for facilitators. Questions invite participation. They make people think about issues from different perspectives and they generate discussion and reflection.

TYPE OF QUESTION + ITS OUTCOME	EXAMPLES
<p><b>Open-Ended Questions</b> Use them to stimulate thinking among participants Begins with “what”, “how”, “when”, “why”</p>	<ul style="list-style-type: none"> <li>• “What are some of the things you expect to get out of this training?”</li> <li>• “How did you understand the main message of the movie?”</li> </ul>
<p><b>Fact-Finding Questions</b> Use them to gather information</p>	<ul style="list-style-type: none"> <li>• “What are three of the most challenging aspects of your work?”</li> </ul>
<p><b>Feeling-Finding Questions</b> Use them to understand views, feelings, beliefs and opinions</p>	<ul style="list-style-type: none"> <li>• “How do you feel about conducting interviews with children of domestic violence survivors?”</li> </ul>
<p><b>Tell Me More Questions</b> Use them to encourage participants to elaborate and provide more details</p>	<ul style="list-style-type: none"> <li>• “That is an interesting perspective. Can you tell me more?”</li> <li>• “Could you be more specific?”</li> <li>• “Could you give me any examples?”</li> </ul>
<p><b>Best / Worst Questions</b> Use them to test or challenge the limits of the participants’ needs and wants</p>	<ul style="list-style-type: none"> <li>• “What is the best thing about working with your current team?”</li> <li>• “What is the most difficult part of working at the shelter?”</li> </ul>
<p><b>Third Party Questions</b> Use them to uncover the participants’ feelings or thoughts in an indirect manner. Works well for sensitive matters</p>	<ul style="list-style-type: none"> <li>• “Sometimes working in a highly stressful environment can take its toll on a person’s personal life. Can you relate to that?”</li> </ul>
<p><b>Ideal World Questions</b> Use them when participants put up too many obstacles and are not able to come up with solutions.</p>	<ul style="list-style-type: none"> <li>• “If time and money were no obstacle, what kind of care would you like to offer to the women coming to your shelter?”</li> </ul>

## FACILITATION CHALLENGES – AND HOW TO OVERCOME THEM

Sometimes trainers find themselves struggling in dealing with challenging participants. When we talk about challenging participants, it is really the participants' behavior, attitude or reactions that we find challenging. This is important to remember.

Normally you will find the same types of participants in a group and so it is worthwhile exploring a few general types and how a trainer can deal with them.

### Participants who talk too much and demand a lot of attention

It is the trainer's job to avoid the domination of one or a few participants. Make sure that everyone gets a chance and that as many voices as possible are being heard. A few tips and tricks:

- Ask people to raise hands when answering. That way you can easily pick out participants who have not spoken yet.
- You can say *"Let's hear from those who have not spoken yet"*, and then gently ask a person who has remained quiet but looks eager or willing to answer *"Would you like to say something?"*
- Do not be afraid to put up your hand gesturing the person to pause and in a kind way ask them to complete the point to give others a turn.
- When dividing the participants into groups, make sure the talkative ones are not grouped together with quiet ones alone. They will most likely completely dominate the conversation. This also goes for group presentations. It is the trainer's responsibility to make sure no group member is out-staged by another.

### Participants who always criticize and ask difficult questions

Some participants can come across as rude because they either criticize or seem to have a negative attitude. This can irritate both the trainer and the other participants.

- Try to appreciate the critical participants and know that they can actually add value to a group. Usually a negative attitude stems from unmet expectations. Find out what these are.
- Often this type of participant will go from negative to positive when given more space, even though you most likely feel like limiting them. Consider inviting them in to assist facilitation or do a presentation of their specific skills, related to the learning objectives, etc. This might help.
- Challenge them to find solutions to the problems or issues they address.
- Use a parking lot (a flip chart paper on the wall) where participants can write up issues or concerns to be solved at a later time, or taken beyond the training.
- If the participant is testing the trainer with difficult questions, try turning it around. Say: *"Those are some interesting questions, maybe you can do research and find the answer and do a short presentation for the rest of the group"*. Or open up the discussion for the whole group to answer: *"That's an important discussion, we could spend 10 minutes discussing it. Does anyone here have a point of view to share?"*
- If it becomes too much, it is sometimes worthwhile to speak to the person privately in a break: *"I notice that you contribute a lot. How can we get others to speak up?"*  
*"I noticed that you seem to have critical reflections on the training so far, and that you seem unhappy about certain things. Would you like to share some of your thoughts with me?"*

### **Participants who are low on energy and not motivated to participate**

It is quite natural that learners at times find their motivation to participate declining. For adult learners this could be caused by the fact that they have been away from a classroom for many years, that the theme of the training is new and challenging, that they are preoccupied by work or family related matters, etc.

However, it could also be a reaction to the training; the specific topic discussed in the session, the training methods, or maybe just that the assignment they were meant to do was not quite understood and they do not feel comfortable asking for clarifications.

Here are some suggestions to how to respond to situations with low participation in the group.

- Ask ask ask! See if you can get an answer directly from the group by gently stating that you noticed less participation today than yesterday, and if anybody has an idea to why that is.
- Have a break. Get some fresh air or a cup of coffee.
- Do a quick energizer to raise the energy level.
- Consider changing your plan for the remaining time. E.g. do group work or pair work instead of class discussion.
- If participants seem shy to talk, ask the group to write down talking points before opening the floor for discussions.
- Tell the participants to discuss the subject on a walk'n'talk (two people discuss while taking a walk).
- Adjust the content, if needed.

## **MORE INFORMATION**

### **General manuals on facilitation and creative learning design**

<http://www.barefootguide.org/bfg2-english.html>

### **On active listening**

<https://www.mindtools.com/CommSkll/ActiveListening.htm>

### **On asking good questions**

<https://www.seedsforchange.org.uk/usingquestions>

# HOW TO PLAN A TRAINING – 8 STEPS

## STEP 1: WHY? THE AIMS AND OBJECTIVES OF THE TRAINING

It is important that the trainer devotes time and attention to formulating and writing the learning objectives of the training. This step is often bypassed in order to proceed to planning the content of the training as well as the specific program, the logistics, etc. But the learning objectives are the foundation of the training. Just like a house needs a solid foundation in order not to collapse, a training could lose its consistency and meaning if the learning objectives are not in place.

One training has several learning objectives: on workshop or session level, on each training day, on theme level and finally on the overall level of the training as a whole, ideally 4-6 objectives. You will find suggestions to learning objectives on the front pages of each training theme, as well as for each session.

- Learning objectives are SMART (Specific, Measurable, Achievable, Relevant, Time-bound)
- Learning objectives are formulated using **action verbs**, e.g.:  
*“After the session the participants will be able to define, conduct, explain, report, employ, use, identify, distinguish, design, select, etc.”*. Do not use vague verbs, which cannot be objectively assessed, such as *“remember, understand, believe, show interest in, have knowledge of, etc.”*
- Learning objectives work as **guidelines** and **framework** for planning the content of the training.
- Learning objectives also constitute the basis for the final **evaluation**. The evaluation has to be able to test whether or not the objectives were achieved.
- Learning objectives are optimally formulated by the trainers in cooperation with the participant organization on the basis of a needs analysis conducted among the participants prior to the training.

## STEP 2: WHO? THE PARTICIPANTS

Another important planning step for a trainer is to gather information about the participants in advance. Most often the participants are staff from one or more shelters or other services for women and children exposed to domestic violence. The levels of skills vary, as do the professional profiles, experiences and work settings. Therefore, it is important to conduct a needs analysis among the participants prior to the training, so that learning objectives and training content can be planned accordingly. This can sometimes prove difficult, but it is worth making an effort. Using an online questionnaire, e.g. Google Forms, is a very efficient way of getting a useful overview of the group.

### STEP 3: WHAT FOR? THE LEARNING NEEDS ANALYSIS

Optimally, a needs analysis is conducted prior to the training. As this is not always possible, there are other ways to obtain this information. E.g.:

- Have an in-depth dialogue with a contact person representing the participants about the profile of the group.
- Start the first training day with a session designed to map the needs of the participants. You will ask for their expectations for the training, how well do they know the proposed training theme, how much have they worked with e.g. different target groups or methods, etc.

NB! Be aware that the more specific a needs analysis at the beginning of the training, the bigger the chance that the training cannot live up to the mapped expectations (as you have already planned it, and your possibilities of adapting it are limited). Anyway, it is always a good idea to start off asking the participants to express their expectations. If there is a severe mismatch, you at least have the chance of trying to adapt the training. Just make sure not to promise too much!

### STEP 4: WHAT? THE CONTENT AND PROGRAM

Our experience shows that the most efficient trainings are those, where it is possible to do more than one training. Typically a training takes 3 days, then the participants have 1-2 months to implement what they have learned, and then we do another training with a focus on both following up on elements from the first training and introducing a bit of new material. Ideally, a third and maybe a fourth training can also be planned with the same group.

#### Content flow

When you know the framework of the training – the participants' profiles and needs have been mapped, the learning objectives have been formulated, and the length of the training is agreed – you can start planning the content. It is important that the content, the training sessions, are ordered in a logical order, building on top of each other.

- The first day should start with introduction and icebreaker exercises.
- The last day should conclude with action / implementation plans and course evaluation.
- Spice up the sessions with energizers from time to time when participants need a 'shake'.
- In order to optimize the learning, it is recommended to begin or end the days with summarizing the learning so far. This can be done by facilitating recap / end-of-day exercises, which will make the participants reflect on and identify the most important part of the days' content.

You will find different types of exercises, including icebreakers, team building exercises, energizers, and recaps in [Toolboxes](#).

### Program example

Training programs can be constructed in numerous ways, using the different training themes, sessions and exercises as building blocks. This is an example of a program from a training, which took place in September 2018.

<b>DAY 1: Understanding Violence</b>	<b>DAY 2: Working with Violence: Conflicts &amp; Communication</b>	<b>DAY 3: How to take care of your self: Professional distance</b>
<b>9:00-11:00:</b> Opening the session <ul style="list-style-type: none"> <li>• Introduction to trainers and participants</li> <li>• Energizer</li> <li>• Dialogue about the coming trainings, based on needs analysis.</li> <li>• Rules of conduct for the training</li> </ul>	<b>9:00-10:30:</b> Opening the session <ul style="list-style-type: none"> <li>• Thoughts overnight: recap</li> <li>• Energizer</li> <li>• Learning objectives</li> </ul>	<b>9:00-10:30:</b> Opening the session <ul style="list-style-type: none"> <li>• Thoughts overnight: recap</li> <li>• Energizer</li> <li>• Learning objectives</li> </ul>
<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>
<b>11:15-12:45:</b> Understanding violence I <ul style="list-style-type: none"> <li>• Trainer presentation: The 4 types of violence</li> <li>• Group work</li> </ul>	<b>10:45-12:30:</b> The role of the shelter worker <ul style="list-style-type: none"> <li>• Trainer presentation: Central and decentral position</li> <li>• Brainstorm</li> </ul>	<b>10:45-12:30</b> Opening the session <ul style="list-style-type: none"> <li>• Thoughts overnight: recap</li> <li>• Energizer</li> <li>• Learning objectives</li> </ul>
<b>Lunch</b>	<b>Lunch</b>	<b>Lunch</b>
<b>13:45-15:15:</b> Understanding violence II <ul style="list-style-type: none"> <li>• Trainer presentation: Michael Johnson's categories of violence</li> <li>• Roleplay: The spiral of violence</li> </ul>	<b>13:30-15:00:</b> Conversation techniques <ul style="list-style-type: none"> <li>• Exercises</li> </ul>	<b>13:30-15:00: Continued..</b> <ul style="list-style-type: none"> <li>• Roleplay</li> </ul>
<b>Coffee break</b>	<b>Coffee break</b>	<b>Coffee break</b>
<b>15:30-17:00: Continued..</b> <ul style="list-style-type: none"> <li>• Group work: The spiral of violence</li> <li>• Discussion and sum-up: Feedback and questions from participants</li> </ul>	<b>15:15-16:45: Continued..</b> <ul style="list-style-type: none"> <li>• Roleplay</li> <li>• Discussion and sum-up: Feedback and questions from participants</li> </ul>	<b>15:15-16:45: Wrapping up</b> <ul style="list-style-type: none"> <li>• Discussion and questions from participants</li> <li>• Expectations for the next training</li> <li>• Evaluation and training certificates</li> </ul>

## STEP 5: HOW? THE TRAINING METHOD

This training manual uses participatory methods for learning. Participatory methods are recommendable in all adult learning, as they are proven to be both effective and enjoyable. Participatory methods are characterized by activating participants in their own and others' learning. The training methods used in this manual are described in [Training Methodology](#). When planning a training, it is necessary to be very practical and make sure to have materials available, such as flip chart paper, post-its, coloured paper, pens and markers, scissors, balls, props, etc. Likewise, make sure to think through the needs for internet access, technical equipment, printed hand-outs, etc.

## STEP 6: WHEN? PHASED TRAINING, ON-THE-JOB TRAINING, ETC.

Choosing the time of the training can be crucial to its success. Some times during the year are better suited than others, regarding public holidays, peak seasons, organizational budget planning (incl. planning of capacity building), etc. Also, consider the work load on the participants: If they are working full-time on the side, you could divide the training into 2-3 shorter sessions, and maybe do them in the evening. During the day, it can be a challenge to use the workplace premises for the training, as participants might get interrupted and need to leave the training to attend their daily work, – or it might be an opportunity to be able to assist participants in implementing newly acquired tools and techniques. Also, consider local working hours as well as culture, regarding e.g. staying out after sunset. And remember that the weekend is Friday-Saturday in some countries, and Saturday-Sunday in others.

## STEP 7: WHERE? THE PLACE AND VENUE

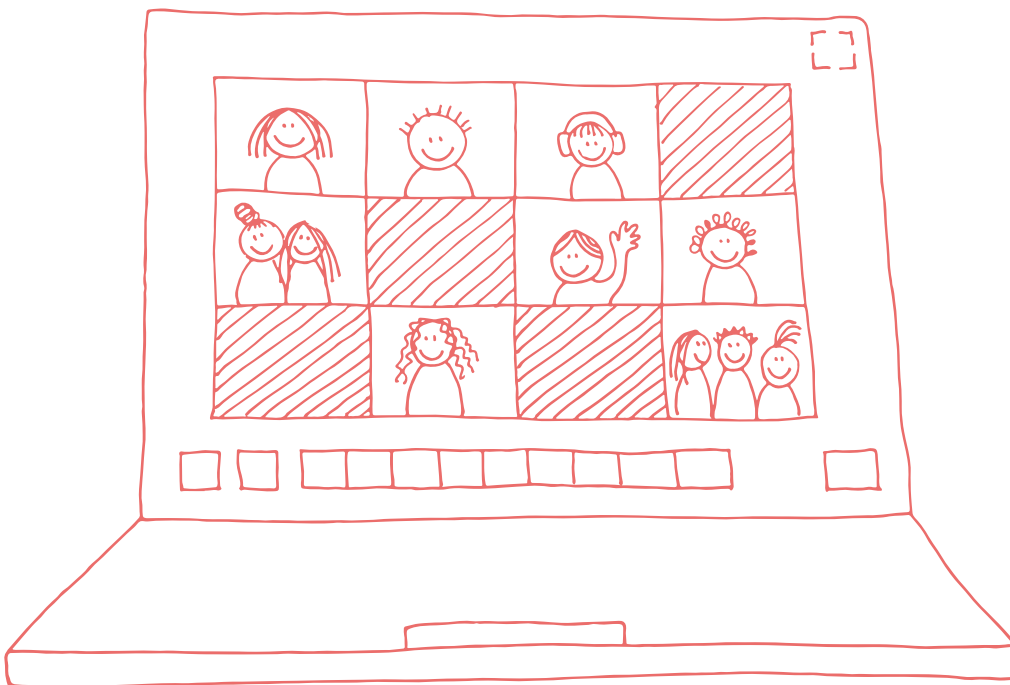
Often the venue will be decided by or in cooperation with the participant organization. But not always. It is recommendable to have a wish list for the venue. E.g.:

- Location: Centrally located close to public transport – or the opposite: remotely located (to avoid disturbances, participants coming and leaving at their own time, etc.)
- Venue: Large room for plenary discussions and presentations, smaller group work rooms, etc.
- Access to outdoor area: for energizers, group work, walks, etc.
- Large walls to hang flip chart paper on
- Whiteboards for writing or projection of Power Point presentations, films, etc.
- Kitchenette for making coffee, tea, and snacks

## STEP 8: WHAT NOW? THE FINAL EVALUATION AND NEXT STEPS

A training course is concluded by a final evaluation. It is important that the evaluation reflects the learning objectives, and is able to measure whether the learning objectives set out prior to the training have been met. It is advised to divide the evaluation in both a written and an oral part. This serves to make sure to get all the participants' feedback, since some will prefer one form and some the other. As trainings typically consist of at least two courses with an intermediate gap of 1-2 months, the evaluation of the first course is different from that of the following one(s). The evaluation of the first course should include questions which can be used to adapt things before the next training, if needed. The last evaluation should focus specifically on a sustainable implementation of acquired skills and tools, and a changed working routine.

# ONLINE TRAINING



The Covid-19 pandemic resulted in increased levels of violence against women all over the world, and furthermore increased isolation of those working in the field. So, the need for training – exchanging experiences and learning new skills and tools – remained as relevant as ever. But the pandemic made in-person trainings impossible for a long period of time. The solution was to offer online trainings. This chapter is dedicated to transforming participatory in-person trainings into participatory online trainings, because active involvement of each and every participant is crucial to the success of any training. Creating active involvement in online trainings requires thorough transformation and rethinking of the methodology, structure and communication of the training. Not least because four different types of distance make it harder and more complex to facilitate online trainings:



- *Physical distance*  
The most obvious distance, which makes it harder to connect and communicate via facial expressions, body language, etc.
- *Social distance*  
The online format limits means of creating a feeling of togetherness
- *Cultural distance*  
Participants most likely have different ways of communicating
- *Technical distance*  
Technical challenges add to the (feeling of) distance

This chapter provides you as a trainer with instructions, suggestions, insights – and not least the tools you need in order to conduct successful online trainings, which are both participatory and experience-based – for maximum learning outcome.

It is a summary of Danner's online training experiences during 2020 and will primarily refer to the online platform Zoom but can of course be used with other platforms as well. The main focus is on methods to motivate and involve the participants.

## THE ROLE AS HOST

When using an online platform, such as Zoom, someone sets up the meeting, distributes the log in information and link to the participants and manages the platform during the training. This role is the host.

Zoom can be used either from a computer or a smartphone, via the app or directly in a browser. If you use a computer, you get a fuller experience. The host should always access via computer.

While the trainer(s) focus(es) on content, interaction and flow, the host can help out with technical tasks and challenges, e.g. admitting participants into the training, setting up breakout rooms for group work, managing interpretation (and other) settings, etc. It is recommendable to dedicate a person only to this task, especially if you work alone as a trainer. If you are two trainers, and you feel comfortable with the online format, one of you can take on the role as host. Then the other trainer will always be able to focus on the training content itself, if the host needs to attend to something related to the online format set-up.

As host, you can assign a co-host (in fact, you can assign as many as you want) among the participants. The co-host can assist with some administrative parts of the meeting, such as managing the Waiting Room (not start it), manage mute controls for participants (mute / unmute, ask to mute, mute all, mute on entry), rename, remove and put participants on hold, stop participants' videos, ask participants to start video, start a poll, etc. However, the host has exclusive rights to start and end the meeting, manage and move between Breakout Rooms, make another participant co-host and start live streaming. If the host needs someone else to start the meeting on his / her behalf, the solution is to assign an Alternative Host, which is done when scheduling the meeting.

You assign someone as co-host, simply by moving your cursor over that person in the meeting (or in the participants' list, which appear if you click on Participants in the toolbar), then select More Options (the three dots) and choose Make Co-host.

Finally, if the host needs to leave the meeting early, the host role can be passed on altogether. Follow the instructions above on how to Make Co-host and select Make Host instead.

## BEFORE THE TRAINING

### Adapting to the online format

When you plan an online training, some things are the same as for in-person trainings and some are entirely different. While you still need to formulate [learning objectives](#), obtain information about the participants prior to the training, [evaluate the training](#), etc., you need to adjust some core elements of the training, including the content and methodology. First and foremost, it is advisable to increase the dynamics, since the online format can be exhausting – be especially aware of the length of presentations, which should be as short and concise as possible, preferably not exceeding 15-20 minutes in length. You also need to put extra effort into building relations, since the participants have much less contact with each other. You need to adapt your own communication as well as employ new means of communication amongst the group. You need to choose [exercise types, which work well online](#), and, finally, you need to plan shorter training days than you would otherwise: An absolute maximum of 5-6 hours, including a 1-hour lunch break and some smaller breaks scattered during the day.

### Meeting settings and scheduling

When scheduling the training (a Meeting in Zoom), you have access to a number of settings, which can help your hosting of the session. It is recommended to spend time on your settings, before scheduling the training, to make sure you have the options available, which you would like to use. Click on Settings (left side of your screen) and go through the settings, adjust them and, finally, save them by clicking Regenerate at the bottom of the screen. Now you are ready to Schedule a Meeting (upper right corner).

**NB: Use Meeting and not Webinar, as the latter does not allow for as much interaction, as you need in order to make the training participatory.**

It is recommended that you activate the following when scheduling:

- Mute participants upon entry
- Activate Waiting Room
- Play sound when someone joins or leaves
- Enable [language interpretation](#), if needed (only available in some Zoom plans)

If any of this should have failed, you can also manage it during the meeting. Simply click on Participants and find your options under More (the three dots).

When you have scheduled the meeting, you can invite the participants by choosing one of the calendar options at the top of the meeting, e.g. Outlook calendar. Click on it and your calendar will open, so you are able to invite participants, sending them the link and ID for the training. For most, just clicking the link will give them access to the training, but the meeting ID can also be needed.

Spend time before a training on trying out settings and functionalities, including the seemingly very basic things such as microphone, sound level and camera. These may be basic, but they are also paramount to a successful training, so they need to be perfectly in place.

This will benefit you, if something unexpected happens, such as adaptations of the agenda, fewer or more participants than expected joining the training, or simply that something is not working the way you thought it would. It happens all the time in real life, right? It also will online.

### Test training

#### Tip: Meet with yourself

You can start a meeting at any time and as many times as you want. This allows you to try out the many different functionalities in the meeting, exploring how you can use them. When you stop the meeting, it will remain scheduled – ready to use with the participants on the set date and time. If you chose the setting Record Automatically, you might want to stop the recording while testing – unless you want several recordings with yourself exploring the platform.

You also have to do a test training (also referred to as a *mock training* or *dry run*). A test training is a planned session, where you invite trainers, interpreters, and maybe a few others to act as participants. The purpose of the test training is to test different functionalities, which you will use in the actual training. Examples could be the trainers sharing their screen to show a presentation or film, assigning interpreters and testing the interpretation channels, doing Polls, Breakout Rooms, setting your background, shifting the host role, assigning co-host(s), etc. The test training is important of course in order to check that everything is working, but also in order to introduce the people who will be working together to each other, in case they have not met, and to create a feeling of safety related to the online format, which for some is unknown and therefore can create a feeling of insecurity.

## DURING THE TRAINING

### Setting the frame – welcome

Opening a training with careful attention to setting the frame and dedicating time to introduction is always important. When doing online training, it might be even more important to make sure every single participant feels welcome and is invited to speak and join in.

When sending out the invitation, instruct everybody to log in half an hour before the training starts on the first training day. This provides the host with the opportunity to test and, if needed, troubleshoot everyone's connection, so all can participate fully from the beginning of the training.

Another advantage is that the host can welcome everyone individually, simply by saying: *"I can see that someone by the name of Aida just joined us. Good morning and welcome, Aida – Can you hear me? Can you please try to turn on your camera and microphone, so we can check that it is working properly?"*

Once everything is tested, you can let Aida turn off her camera and microphone and get some coffee before the training starts and move on to the next participant. This way, you make sure that there has been a minimum of contact. The participants will feel seen and included and you have laid the foundation for them joining in later.

If participants arrive after the training starts, make sure to stop and welcome them, not least in order to make sure the rest of the participants know that an extra person has arrived. Otherwise they may not, as it is not always possible to see everyone else (e.g. when someone is using Share Screen).

### Setting the frame – means of communication

Apart from introducing learning objectives and agenda, for online trainings it is also important to give a thorough introduction to how you want the participants to use the means of communication provided by the platform you use. And to make sure everyone knows how to use these. The best way is to simply ask everyone to demonstrate it, and provide step-by-step guidance where needed.

- *Raise Hand*  
You find it under Participants; use it to show that you wish to speak.
- *Reactions – thumbs up or applause*  
Use it to show your reaction to something being said or done, or use it regularly to make sure participants are still present and attentive: Especially if they need to turn off their cameras due to poor internet connection, simply ask them for a sign now and then. Depending on platform and version, you may have a wider selection of emojis.
- *Chat*  
The chat can be used for many purposes. For posing questions during a presentation, which the presenter can view and answer afterwards, for commenting, e.g. if the sound is failing or if you need to convey a message but does not want to interrupt. You can normally choose to write either to Everyone or to individuals via the chat, and as host, you can change the settings for who can chat with whom.
- *Camera*  
The advice is to always use the camera if possible, in order to support a feeling of togetherness. Instruct participants to actively ask for breaks when they need it, instead of turning off the camera and taking their own breaks. Be ready to take breaks often and when requested.



### Adapt your own communication

Facilitation of online trainings is more demanding than facilitation of in-person trainings, simply because normal facilitation challenges are accentuated when using the online format. This is because means of interaction such as instant feedback, fluent dialogue and facial expressions are not available. As a facilitator, you normally navigate by sensing the mood or energy in the room, but this is also not possible to the same extent in online trainings. Therefore, you must:

- Ask involving questions often
- Be very clear in your instructions
- Regularly repeat yourself
- Check in with participants to make sure they are on board
- Be more verbal than normal, simply to compensate for the lack of other communication means. E.g. ask if people need a break, if they understood what you just said, if they are able to hear you / each other, if they have questions, etc.

## Facilitation tools

When selecting and designing exercises for online training, think of dynamics, visuals and involvement as important elements. Here is a list of functionalities, which are included in Zoom (and others meeting platforms) and add great value to your exercises:



- *Breakout Rooms*

Use this functionality for pair and group work. Breaking the group into smaller clusters creates dynamics and allows for the participants to build relationships and to express themselves. In Zoom, Breakout Rooms can be set up before or during the training, automatically or manually dividing participants.



- *Polls*

A functionality, which allows you to get quick answers to questions you prepare ahead of the training. It can be used to shed light on e.g. the participants' level of experience in a certain field at the beginning of the training, or as a fun energizer in the form of a quiz, or even as a means of evaluation at the end of a training.



- *Chat*

The chat function can be included in various exercise types as a facilitation tool, e.g. if you ask the participants a question and instruct them to answer in the chat. It is a fast and easy way to express your view.

Tip: During a presentation, you can involve one of the participants as chat master. The task is to keep an eye on the chat, and to sum up the questions, either during or at the end of the presentation.



- *Share Screen*

This functionality is a great way to add both dynamics and visuals. While it is probably most used by the trainer, e.g. to show presentation slides, do not forget that participants can use it, too. This increases their active involvement and presence in the training, as they can share something they produced with the rest of the group. They can also use Share Screen in Breakout Rooms, where one group member can simply open a Word document, share his / her screen and take notes, which the whole group can see, comment on and influence.

**NB! If you are sharing a film or sound clip, there are two important boxes to tick at the bottom of the Share Screen pop-up window: Share computer sound and Optimize Screen Sharing for Video Clip. Remember those!**

- *Whiteboard*

There are several different whiteboard-like tools for the online format. They provide the option of taking notes as if you had an actual whiteboard or flip chart available, and as such creates a shared visual element. With most tools, participants can join and add to the whiteboard as well, so it can be a great tool for involvement. Zoom has a whiteboard functionality, which appears if you click the Share Screen button. Choose Whiteboard and start sharing. The one who started the whiteboard (through sharing his / her screen) can control who else can annotate on the whiteboard. This is done by clicking on the More option in the toolbar and your options will appear.

A separate annotation toolbar will appear when you open a whiteboard. In addition to writing text, you can also draw and add stamps (a small selection of icons), and you can change font and colour, erase and highlight. The 'owner' of the whiteboard can also add more whiteboard 'sheets' and navigate between them.

### More facilitation tools

In addition to the above-mentioned Zoom features, the following are more examples of useful online tools to enrich your trainings. You can use them even when using the Zoom platform, simply via screen sharing:

- *Google Jamboard*  
Google Jamboard is a whiteboard tool, which you can use much like the Zoom whiteboard, but which has more tools included.
- *Mural*  
Mural, like Jamboard, also has a wide variety of tools, and you can keep extending the same whiteboard 'page', zooming in on different parts of it, while you work on them.
- *Google Slide*  
With the so-called Pear Deck tool in Google Slides, you can design a presentation with interactive features. It makes it possible for you to avoid the usual fatigue developing during the presentation, by including dynamic elements directly in the slides.
- *Kahoot*  
An online quiz tool. See more under [Online tools](#)

#### Tip: Take a screenshot

Taking screenshots of selected exercises, polling results or special moments during the training can provide for a valuable visual reminder of the training. You can share these pictures afterwards with the participants. Have a Word document open, where you can drop it directly, in order to save it.

## EXERCISES SUITED FOR ONLINE TRAINING

Keeping the above in mind, you can browse through the [Toolboxes chapter](#) for exercises suited for online use. Here are some more exercises, which work well:

- *Silent reflection, pair and group work*  
As mentioned above, you can create groups when training online. It increases the feeling of closeness which is very important. And silent reflection time (where participants reflect and prepare input individually) also works well online. It allows for participants, who require a bit of time to formulate their contributions, to express their views.
- *Drawing and writing by hand*  
Ask the participants to use pen and paper and write or draw something as a response to a task, showing it to the screen as they elaborate their input. Drawing exercises can e.g. support presentations of the participants themselves, and writing could e.g. be the most important points from a day's training or the first word they think of when asked something. Using pen and paper both adds dynamics, visuals and active involvement.
- *Mentimeter*  
The online tool Mentimeter is great for online trainings. You can prepare slides with questions, polls, votes, condensed brainstorms, etc. beforehand. During the training you share your screen and present the slides, and the participants contribute their input via a phone, tablet or computer, by using a simple code. The result will be visible to all. Mentimeter works swiftly and dynamically and participants stay anonymous.

See a bit more under [Online Tools](#) and visit [www.mentimeter.com](http://www.mentimeter.com) to start creating your own Mentimeter slides in order to add both dynamics, visuals and active involvement to your online trainings.

NB: The 'results' of the Mentimeter slides are automatically saved, which is very helpful if you want to use them for evaluation or share them with participants after the training.

- *Meditation*  
Guided meditation exercises can easily be done online. This manual contains a few examples: [My Safe Place](#) and [Mindfulness Meditation](#), but you can of course use your own as well.
- *Roleplay*  
Roleplays might appear to not be suited for the online format, but in fact they can work really well. If e.g. the roleplay is on counseling by phone, the online set-up is actually very realistic. Bear in mind, however, to give instructions very clearly and maybe even arrange with participants beforehand, who will play the roles, so you have enough time to prepare them. And remember to follow the [roleplay guidelines](#). Try it out – it works better than you might think!
- *Delegate tasks*  
In order to maximize involvement and a sense of ownership for the participants, you can delegate tasks throughout the training. E.g. time management is easy to assign to some one else, as well as keeping an eye on the chat or taking notes on behalf of a group or during a plenary session.

### Daily Recaps and Evaluations

Many of the [Daily Recaps and Evaluations](#) exercises listed in Toolboxes can be adapted to online use. E.g. the different varieties of asking questions and interviewing each other. For the Association Check-in With Postcards you can simply take a photo of a compilation of postcards, and use the Share Screen functionality to show it to the participants.

### Mentimeter

We recommend Mentimeter as a great tool to design small and simple evaluation formats, which are easy to fill in and add a shared visual experience, as such providing a foundation for you as a facilitator to talk from. You can e.g. choose the slide type Scales, where participants rate statements from 1 to 5, and the result shows you both the average and the spread of individual answers. There are other slide types as well, which you can use to get a different visual expression.

### Energizers, Icebreakers and Teambuilding

#### 40-seconds blah-blah-blah

Inform participants that:

*"In one minute I will give you each 40 seconds to share whatever thoughts you might have about X. There is only one rule: You cannot stop talking. There are no right or wrong answers, it is only about getting a lot of ideas on the table. No one will judge or comment."*

You then ask someone to start, and once the 40 seconds are up, you say "Thank you" and point to someone else, until everybody had their go. It is always an option to go first yourself, if you feel the group needs that in order to feel comfortable but be aware that you risk setting the frame for how the rest will respond.

This is a great exercise, which gets people to think and talk as well as focus on whichever topic you wish, e.g. the topic which is next on the agenda. This way, you raise the energy and take the group from A to B.

### *Whose ... is this?*

The '...' could be replaced by *fridge, front door, pet, mum, favorite book*, etc.

Before you start the online training, you ask all the participants to send you a picture of e.g. their fridge. You arrange the photos as a collage on a slide or in a Word document – whichever tool you like to use – and give them numbers. Whenever you need a combined icebreaker / energizer, you show the collage and get the participants to guess which fridge (or mum, book, etc.) belongs to whom, and why.

This is a nice exercise, which allows for the participants to share a bit of personal information, that is both fun and increases the knowledge of each other. As such it helps create relationships between participants.

### *Get up and walk*

Simply play a song or set a timer and ask the participants to get up and walk around. When the song is finished or the timer alarm goes off, everybody returns to the screen. The online format is by definition more monotonous and tiring than meeting in person. Therefore, more breaks are required. They do not have to be long, but they have to be frequent.

By playing a song, you can subtly influence the atmosphere, as well: If you want to increase energy, you can play something upbeat, and if you want to spark concentration and focus, you can choose music, which does that.

## **Brainstorm and Decision Making**

### *Brainstorm*

A classical brainstorm is not recommended for online training, as it easily gets very lengthy and boring. But there are ways to adapt brainstorm activities to the online format:

You can use Mentimeter (see above) for creating a brainstorm format, which allows for participants to share ideas, brainstorm-like, either individually or in pairs or groups. If you choose to do it in groups, only make sure to share the Mentimeter code in the chat, before you send the participants into Breakout Rooms. The brainstorm input will appear consecutively on the Mentimeter slide as if it was a flip chart.

You can of course use the Whiteboard or even the Chat for this purpose as well.

### *Decision making*

When moving on from e.g. a brainstorm to a decision, you can use voting or polling to do so. Luckily there are many tools available for this type of exercise. In fact, this might be where the online format even supercedes in-person trainings.

You can use a Zoom Poll, which either needs to be set up in advance or during a break in the training. But if you are familiar with this functionality, it does not take long. Your question could be e.g. Which topic should we work with tomorrow? And you simply add the options as possible answers, then launch the vote and finally show the result.

If you want to do a [Dot-mocracy](#) type of vote, you can simply choose Multiple Choice when setting up the Poll.

If you would rather have a Dot-mocracy, where the voting is visible during the vote itself, the Whiteboard functionality is great: Simply write the options, which can be voted for in textboxes and ask participants to vote by placing Stamps – e.g. hearts or stars – by the option(s) they vote for. Just like a normal Dot-mocracy vote, you can of course allow each participant more than one vote, if you want.



### Exercises less suited for online training – avoid or adapt

Since online trainings differ from in-person trainings and therefore require adaptation in order to work optimally, there are some types of exercises, of which you should be specifically aware. The below might best be avoided altogether, or at least adapted.

- *The round*  
Simply doing a round of any kind, where you ask participants to speak one after the other about something (introducing themselves, answering a question, giving feedback) will become very unengaging and most likely appear too long. Replace it with more dynamic exercises to maintain the energy and engagement of the participants.
- *Brainstorm*  
As mentioned above, traditional brainstorms tend to become too heavy and lengthy in the online format. See above for suggestions on how to adapt brainstorms.
- *Plenary discussions*  
Depending on the group size, plenary discussions – just like rounds and brainstorms – risk becoming a drag. This is partly because they often take a long time, but also because facilitation of speaking order, spontaneous input, etc. is so much harder online. If you must have plenary sessions, make sure to include breaks in the form of (short) pair or group work or actual breaks.

## SIMULTANEOUS INTERPRETATION IN ZOOM

The Language Interpretation feature in Zoom is a great functionality, which allows for people who do not share a language to do training together. Whether it be the trainer and the participants, who lack a common language, or the participants among themselves, this feature includes everybody, by providing interpretation in real time.

The following Zoom plans include the Language Interpretation feature: Business, Education and Enterprise, or alternatively other plans combined with the Webinar add-on.

Only the Zoom host needs to have an account in one of these plans, while neither participants nor interpreters even need a Zoom account to be able to join a meeting and use the feature. The host must join from a computer (not via the Zoom mobile app) in order to initiate and manage interpretation.

### Language Interpretation set-up

Sign into your Zoom account and click Settings. You Enable Language Interpretation under the In Meeting (Advanced) header. Here, you can also add as many languages as you wish, in case they are not already on the list. Be aware that the limit for how many languages can be used at the same time in a meeting (or webinar) is 5.

When scheduling a meeting, make sure that *Generate Automatically* is selected for Meeting ID. Otherwise language interpretation will not work. Further down, you find the Audio setting, where it is recommended to tick the Both option. At the bottom, you find Interpretation, where you tick the box. Once enabled, you can type in the interpreters (by adding their email) and which languages they will be interpreting to and from, and they will receive a meeting link, which is different from the participants' link. If you do not have the information available at the time of scheduling, do not worry: You can either type in your own email address and simply forward the link to interpreters later on, or you can invite them as

participants and set them up as interpreters during the meeting.

If the actual language(s) you need are not on the list, just assign any other language. Just remember to inform participants during the training that e.g. the German interpretation channel will provide e.g. Arabic interpretation.

To sum up: Make sure language interpretation is enabled in the settings and ticked when scheduling the Meeting, as well as *Automatically Generated Meeting ID* – otherwise language interpretation will not be available during the training.

**NB: If you are setting up a Webinar (as opposed to a Meeting) it is crucial that interpreters get invited when scheduling in order to access the interpretation platform.**

### Starting and managing Language Interpretation

When the host starts the meeting, the interpretation icon will appear on his / her meeting toolbar. By clicking it you open a window, where interpreter(s) and language(s) can be added or confirmed and activated. If the interpreters did not receive an interpreter meeting link in advance, the host can use this window to assign any meeting participant as interpreter. When interpreter(s) and language(s) are in place, you simply click the Start button, and the interpreter(s) will receive an invitation to access the interpretation channel(s) assigned to them. The interpretation icon will now appear on the participants' toolbar, and by clicking it, they can select which language they wish to hear. They are presented with the following options: Off, available languages and Mute Original Audio. The latter simply mutes the person who is talking, so only the simultaneous interpretation is heard. If this option is not selected, you will hear the original audio at around 20% and the interpretation at around 80%.



The host can open the Language Interpretation window at any time to manage interpretation settings. E.g. to stop the feature in order to bring all participants to one language channel or to add additional interpreters (in which case, you click on Update to activate your changes). This is relevant, if an interpreter leaves the meeting and reconnects – then (s)he needs to be reassigned as interpreter.

### Troubleshooting technical interpretation challenges

A smooth interpretation experience is absolutely crucial to the success of multi-language trainings. Therefore, prepare this feature carefully, and temporarily stop the training to solve the problem if you experience challenges. Here are some scenarios and solutions:

- **The host cannot assign interpreters:**  
Interpreters must use the email address by which they were invited to join the meeting. If they join using Facebook or other platforms, the host cannot assign them. In case it fails, you can simply re-invite them on the spot.
- **You can hear the interpreter and the speaker at the same time:**  
The interpretation feature has been altered accidentally by the host or co-host or rarely because of bugs. As host, ask the speaker to stop for a minute, open the interpretation feature, cancel assignments and assign interpreters again.
- **The participants cannot find the language:**  
It is simply because participants do not have the updated Zoom version. In your invitation mail, you can remind all participants to download the latest version to be in tune.

- **No interpretation in breakout rooms:**  
The interpretation feature is canceled during breakouts, as it is difficult to have multiple platforms for each room. Until there might be a solution to that, you can assign an interpreter with each group and they can translate consecutively, not simultaneously. If only one group needs interpretation, you can let them stay in the plenary, where the interpretation feature works.
- **You hear both the speaker and the interpreter although you mute original audio:**  
The interpreter's headphones or PC audio is active, which is called 'audio loop'. Make sure the interpreter uses good quality headphones to avoid this loop. You might want to ask interpreters to have at least two different ones at hand.
- **The interpreter's connection fails:**  
As host, you have to monitor such situations. When they reconnect, you have to assign them again as interpreters.
- **You hear two interpreters at the same time:**  
They are using the same channel, which means one of them has forgotten to switch the channel. You can check this on the list of participants. Write him / her directly via the chat, or simply interrupt the session and solve it before you continue.
- **You cannot hear the interpreter:**  
The microphone being used has not been configured appropriately. Make sure the interpreters use USB headphones for better quality.

## MORE INFORMATION

### Other meeting platforms

There is a wide selection of different platforms and tools available online. Alternatives to the Zoom platform include:

- *Microsoft Teams*  
Works well and has the vital breakout rooms functionality.
- *Jitsi*  
Probably the most secure channel, but it does not have breakout rooms.
- *BigBlueButton*  
Great for facilitation but requires quite a high level of IT skills.

And there are many more out there. They all have different functionalities included as well as different price ranges (some are entirely free, some have free trial periods, some do not). Do your own research to see which one fits your needs.

### Links and tutorials

There are countless tutorials online for how to use different tools, platforms, functionalities and on facilitation tips and tricks for online trainings. And there are many articles on using virtual spaces. Many are short and easily accessible, and as such a great help when working with online trainings. Do your own search for exactly the input and advice you need. Here is a small selection:

General introduction to creating impact in virtual meetings

<https://implementconsultinggroup.com/virtual-collaboration/>

Google Jamboard tutorial

<https://www.youtube.com/watch?v=S9m4HCjOkcA>

Google Slides Pear Deck Tutorial

<https://www.youtube.com/watch?v=9PJgsa-fnmA>

Short introduction to Mural

<https://www.youtube.com/watch?v=o0946e6barQ>

Zoom language interpretation feature

[https://support.zoom.us/hc/en-us/articles/360034919791-Language-interpretation-in-meetings-and-webinars?mobile\\_site=true](https://support.zoom.us/hc/en-us/articles/360034919791-Language-interpretation-in-meetings-and-webinars?mobile_site=true)



# INTRODUCTION TO TOOLBOXES

In this chapter, you find a wide range of different types of exercises, which you can use to facilitate your training. As people learn and feel motivated in different ways, it is necessary for any trainer to be able to vary her material and her methods to match the needs of the participants. You can use the exercises in the toolboxes to complement the exercises described in the sessions, or to replace them, in case your specific participant group would be better suited for a different type of exercise.

The exercises are arranged into the following four toolboxes:

- Daily recaps and evaluations
- Energizers, icebreakers and teambuilding
- Brainstorm, discussion, decision making and roleplay
- Feedback

## **DAILY RECAPS AND EVALUATIONS**

This toolbox contains exercises designed to facilitate sum-ups of important learning points and to evaluate the quality of the training, as you go along. It is important to make room for both, but often time can be limited and participants can be tired from a long day of training. This toolbox helps you to recap and evaluate in a light and enjoyable way – with the desired outcome.

## **ENERGIZERS, ICEBREAKERS AND TEAMBUILDING**

This toolbox holds a variety of short and fun exercises designed to inject energy and / or support the coherence of the participant group.

Energizers can be used throughout the training, whenever you feel that you need a break or a boost, and icebreakers and teambuilding exercises specifically aim at strengthening the social tissue of the group. This is important in order to create a safe and constructive learning space. Whether participants know each other or not prior to the training, these exercises will add to the team feeling.

## **BRAINSTORM, DISCUSSION, DECISION MAKING AND ROLEPLAY**

This toolbox provides tools to facilitate central elements of every training: brainstorm sessions, discussions and subsequent decision making, which sometimes give rise to disagreement and frustration if not facilitated well. Finally, it provides a set of guidelines on how to facilitate roleplays, which is a central method in the training manual.

## **FEEDBACK**

Feedback is an important part of learning, and it can be done in many different ways. When working well, it supports the dialogue culture and coherence of a group. This toolbox contains examples of different feedback methods, and you can use them to qualify the feedback sessions of the manual – or alternatively use them as separate exercises to train the skill of giving good feedback.

# DAILY RECAPS AND EVALUATIONS

Daily recaps and end-of-day evaluations are important in order to optimize the learning outcome. They help to sum up and process the information and skills acquired during a long training day, so they are properly integrated into the participants' existing pool of knowledge and experience. We recommend that you incorporate either a short morning recap of yesterday's material or an end-of-day evaluation session – every day. In short, do not start on new topics until you are sure that the old ones have been fully understood.

Here are a number of different exercises that you can use as recaps and / or end-of-day evaluations. You can combine or modify them to suit your circumstances.

Remember to make the sessions short, no more than 20 minutes. Also, make them light, playful and focused, taking into consideration that participants either have a long day of learning ahead of them or have a long day behind them.

## DAILY RECAPS

Start the day with a recap of yesterday's training. Daily recaps are short exercises used to look back on the inputs and experiences from the previous day, but also to look ahead at the program of the new day. The focus of daily recaps is to help participants absorb, categorize, define, contextualize, and clarify issues that are still not completely clear. Or simply, to summarize or repeat important learning points in order for them to stick.

Place daily recap sessions in the very beginning of a training day before you start your regular program.

### Two Questions (15-20 min)

Ask the participants the following two questions (write them on a board or flip chart)

Question 1: What do you take with you from yesterday as a valuable learning point (a new concept you learned, a discussion, a reflection)?

Question 2: Which part of yesterday's material do you still not grasp fully, struggle with, or find challenging?



- Give them a couple of minutes to think and / or write down key words.
- Invite all participants to share, one at a time. Either take rounds, talking about one question at a time, or have all participants come and stand around the board writing key words from their reflections on the board / flip chart while sharing their reflections.

You can also share something yourself – trainers also learn something new every day. This way participants can feel encouraged to share their challenges.

- After both sharing rounds you can gently comment on or explain those thoughts that participants are still struggling with.

### **Ask and Answer (20 min)**

Hand out post-its and ask each participant (if the group is small enough) which concept or new idea from the previous day they still find unclear. Tell them to note down what they find unclear on a post-it or a small piece of paper.

If you have a large group, ask them to do the task in groups of three instead of individually.

- When they are done, tell them to stick their post-its on the board or have them come to the flip chart and write what they have noted down on their paper.
- Ask if anyone thinks that they understood any of the concepts / ideas well enough to try and explain it to the group.
- Add to or gently correct the responses given, and then ask for another volunteer to explain one of the other points.
- At the end, if there are still points, which have not been covered, explain them yourself.

### **Toss the Ball Recap (5-20 min)**

Take a ball (or any item that can be tossed as a ball), and ask the participants to stand in a circle. Ask them a question that relates to the previous day's training. This could be a fact question, e.g.:

- *Can you list the four types of violence?*
- *What is the Spiral of Violence?*

but it could also be a personal question, e.g.:

- *What did you like most in yesterday's training?*
- *Which of the things we learnt yesterday did you find most useful?*

- Then, ask everyone to think of a question they would like to ask another participant. That way they have a question prepared when they receive the ball.
- Throw the ball to one of the participants, who then has to answer your question.
- Once she has answered the question, she asks a question of her own about the previous day's training, and throws the ball to any participant of her choice, who should then answer.
- If the person receiving the ball does not know the answer, she can pass it on to somebody else. That person can also pass the ball, if they wish, until it reaches a participant who can answer the question.
- Repeat until everyone has had the chance to answer and ask a question.

**NB:** If you have limited time, you can do a short version of Toss the Ball, where everyone answers the same question.

**Finish the Sentence (20 min)**

Prepare a number of cards with the beginnings of sentences related to a topic from the previous training day. E.g. Socio-Economic violence is... or The Spiral of Violence can be used to... , etc.

The participants will carry out this exercise in pairs, so prepare enough cards for each pair to have one sentence to work on.

- Ask the participants to form pairs, give each pair one of the cards, and ask them to complete the sentence.
- Emphasize that there is not one correct solution, but they are free to be creative and to write their sentence in such a way that it makes sense to them.
- Give them a couple of minutes to finish the sentence.
- Have a round where the pairs present their sentences, one pair at a time.
- When a pair has presented their sentence, allow for others in the group to make alternative endings to the sentence in question.

**Short Interviews (30 min)**

Prepare a flip chart (or a board) with the following three questions:

- *What did you learn yesterday that was important to you?*
  - *How do you think you can use this in your work?*
  - *What is still not very clear to you?*
- Ask the participants to form pairs and to interview each other, covering all the three questions. Encourage them to take notes when interviewing.
  - Give the pairs 10 minutes to interview each other, 5 minutes for each interview. Remind participants to switch roles at half time.
  - Ask the participants to present what their interview partner has shared with them.
  - Note down the points that are still unclear to the participants and answer them.

**Switching Roles (20 min)**

Prepare a flip chart (or board) showing the main concepts of the previous day's training. Make sure that each term or topic you write can be explained in about 2 minutes.

- Show the participants the concepts and ask a volunteer to choose one of them and briefly explain it to the group. When they have done so, invite the group to ask questions, debate, (dis)agree, etc. The trainer should clarify any mistakes / misunderstandings occurring during the discussion.
- Continue by asking a new volunteer to explain another concept. Aim to cover three to four concepts in the time allowed.

**Three Chairs (15-20 min)**

Place three chairs in the middle of the room with their backs to each other. Put a large post-it on each chair with the following text:

1st chair: *Something I liked / found useful from yesterday's training*

2nd chair: *Something that surprised me about yesterday's training*

3rd chair: *Something from yesterday's training I found challenging*

- Ask participants to join you on the floor, forming a circle around the chairs.
- The participants now have to choose the statement they would like to share their reflections on. One by one – in consecutive or random order – they go and sit on the chair of their choice sharing their reflections.
- You can do two or more rounds if time allows it.

### Association Check-in with Postcards (10-20 min)

Collect a bunch of postcards. You need as many cards as there are participants + five extra. The cards need to have colorful and symbolic motifs or text on them rather than images from tourist attractions.

- Spread out the cards on the floor (or a table), pictures facing up.
- Invite participants to circle around the cards.
- Ask a question related to yesterday's topics – or something completely different:
  - *How did (parts of) yesterday's training impact on you?*
  - *How are you feeling right now?*
  - *What are your expectations for today?*
- Ask the group to look carefully at the cards, and choose a card that they can associate with the reflection question you asked. It can be a very abstract association. And there are no right or wrong answers.
- Tell participants to pick up the card of their choice.
- Take a round of sharing thoughts and reflections. Instruct participants to start by showing their card and answering why they chose it.

NB! This exercise also works well as an ice-breaker, if you choose questions such as: *Which card do you imagine symbolizes a quality of one of the other participants?*, *How did you pick out the outfit you are wearing today?*, *Pick a card that tells us something important about you or How was your morning?*

## END-OF-DAY EVALUATIONS

End-of-day evaluations are useful for you as a trainer to monitor the training progress. Doing a short evaluation of the day provides you with the opportunity to adjust the topics and the speed of the training, or even the methods or types of exercises that you are using. Evaluating the training as you go along also gives ownership to the participants, making them feel part of the process. Taking evaluation results seriously and changing parts of the training upon request of the participants can actually make them feel even more motivated to participate actively in the sessions.

End-of-day evaluations are different from the final evaluation, which takes place at the end of the whole training and is a lot more complex. End-of-day evaluations should be brief and even playful, so that participants enjoy this final part of the day.

You may decide to do an end-of-day evaluation every day or only some days, perhaps mixing with daily recaps that take place in the morning.

Here are a number of ideas for doing end-of day evaluations. Remember that they do not exclusively work as evaluations only. Maybe you can find some of them useful as a morning recap exercise as well.

**Smiley Face Evaluation (5-10 min)**

Prepare three flip charts, each with one of the below questions as a headline, and put them on the wall at the end of the day's training. (You can also add more questions, if you want).

- *How did I like today's topics?*
  - *How did I like today's teaching methods?*
  - *How did I like today's discussions?*
- Tell the participants to draw a smiley face on each poster to show how they feel about each question. The smiley can express the following five levels of satisfaction: very happy, happy, indifferent, sad, very sad – as shown here.



- You can choose to turn your back or leave the room while the participants vote, if you feel this will make the exercise more honest or more comfortable for the participants.
- The smiley faces will indicate to you how the majority of the group feels about the different aspects of the training. If many have put an indifferent, sad or very sad smiley on the paper, ask the group what needs to be changed for tomorrow's sessions in order to put a happy smiley face up there.

**Ranking Exercise (10-15 min)**

You can do the following ranking exercise in an open forum where participants reflect on the questions you ask openly or you can choose to do it in a written form where participants stay anonymous.

*Anonymous forum:*

Write the questions below (or choose different ones) on a flipchart and draw a long line after each one. Write VERY MUCH at the start of each line and NOT AT ALL at the end of each line, and mark the middle, so it looks like this:

(Question):

VERY MUCH -----|----- NOT AT ALL

- Ask the participants to each take a pen and for each question to make a mark somewhere on the line to show how they feel about it. So, if they agree, they would put their mark towards the left of the line, etc.
- Assure the participants that their answers will be anonymous in the sense that you will not watch where they put their marks, and they will not have to identify them.

*Open forum:*

Write the statements VERY MUCH and NOT AT ALL on two pieces of paper, and stick them on two opposite walls. Either draw an actual line with a piece of chalk (or sticky tape) on the floor between the two statements or ask the group to imagine that there is a line on the floor.

- Read a question out loud and ask the participants to place themselves on the line to show how they feel about it.

Here are some examples of questions you can ask:

- *How much new knowledge did I get from today's training?*
- *How challenging did I find today's topic?*
- *How much will I be able to put into practice what I learned today?*
- *Was the speed of today's program too high?*
- *Would I prefer more time to work in depth with each theme?*
- *Was there enough time for reflection / team work / breaks / etc.?*

Ask follow-up questions if the answers are surprising or particularly negative, and you may need to find out more about what is going wrong.

**NB:** To keep the participants' anonymity (anonymous forum exercise), be careful how you ask. You could ask "Would anyone like to give an example of something they found challenging?"

### **One Word Check-Out (5-10 min)**

This is a good evaluation exercise after a long day, where the participants may feel exhausted from emotionally demanding exercises and lengthy discussions. It helps the facilitator assess the participant's most important and immediate feelings.

This exercise also works well after the first day of training, when participants are still getting to know each other.

- Ask participants to join you in a close circle on the floor. If possible, do the exercise outside – to change location and get a bit of fresh air.
- Now ask the participants to say in just one single word how they feel now after the training day is over. They are not supposed to explain their word, or say any more than that. Refrain from commenting on the words, but let them stand alone as stated. Be ready to gently stop the participants, if they comment on each other's words.
- The trainer starts.
- You can do a round or let people speak at random when they feel ready.
- Thank everyone for their contributions.

If one of the participants says a word like "misunderstood" or "confused" or "misinformed", you may want to ask them to stay after the others have left and try to find out if she has any concerns. Always be aware of the emotional atmosphere in the group and amongst the participants, especially when you have been dealing with emotionally upsetting or controversial topics.

### **Music, Dance and Appreciation (10-15 min)**

This exercise should be comfortable for all, so emphasize that everyone is free to choose their own way of moving to the music: The can dance along to the music, or they can walk through the room or even just stand quietly.

- Play some music and welcome everyone to join you on the floor and move around the room in whatever way they feel like to shake off the day's tension.
- Stop the music and ask the participants to pair up with a person standing close to them.

They should thank their co-participant for being part of the group today, and comment on one particular positive thing that the person did during the day. It can be something related to the training, or something personal. For example, they could say:

- *“Thank you, Yasmina, for your participation today. I liked your courage when you did the role play.”*
- *“Thanks, John, for being here today. I like your smile.”*
- When the partners have appreciated each other, play the music again, invite them to continue moving around the room, then stop the music again and ask participants to say something positive to the next person. Do this 3-4 times. Encourage participants to partner up with the ones they have not spoken so much with yet.
- Repeat the exercise enough so that all the participants can get some positive feedback, and can finish the day with a good feeling.

### **Toss the Ball Evaluation (10-15 min)**

Take a ball (or anything that can be tossed), and ask the participants to join you on the floor and form a circle. Explain that you are going to throw a ball to somebody, and that this person should respond to the following question: *What was the most important part of today for you?* Her answer should be a one or two-sentenced answer in order to keep up the pace of the exercise.

- When the person you have thrown the ball to has answered, she will throw the ball to another participant, who will then respond to the same question.
- When everyone has caught the ball and answered the question, take the ball back and repeat the exercise, this time with the question: *What are your wishes for tomorrow?*



# ENERGIZERS, ICEBREAKERS AND TEAMBUILDING

In this toolbox, we have collected an assortment of different name games, icebreakers, energizers, teambuilding exercises and games. These are short activities designed for the beginning or in the middle of the session or after each day in a training, to help people relax, get to know each other, and gain confidence to speak in front of the group. They energize and motivate groups and also encourage them to think outside of the box. Most trainers have a number of these that they have tried and tested; you will probably have your favourites. It is important to select the icebreakers most suited for your group. This is likely to vary according to how well the participants know each other, their cultural backgrounds, their gender, etc.

For using the online tools Kahoot and Mentimeter, which are also great for this types of exercises, please see the toolbox [Brainstorm, Discussion, Decision Making and Roleplay](#).

## ICEBREAKERS AND NAME GAMES

The following exercises are great for getting to know one another. These are games for getting to know each other's names, and finding out more details about the other participants in the group, like family relations, hobbies, history and facts about their lives, like and dislikes, etc. They work well in a group where the participants only know each other's names, but not much more than that. Do a couple of icebreakers during the first training day, or you can even start the day with a full session of icebreakers and teambuilding exercises.

### A round of names (10-15 min)

Ask the group to stand in a circle on the floor. The first person says her / his name and adds a positive word to describe herself, e.g. "I am Lisa and I am lovely". The next person then repeats this introduction and goes on to introduce herself: "This is Lisa and she is lovely. I am Susanne and I am super." The next person now repeats the introduction of Lisa and Susanne and adds her own name + word, and so it continues, getting harder and harder with more and more names and words to remember.

This name game works well to get really well acquainted with everybody's name in one go, since every name is repeated multiple times.



**The Story of My Name (10-20 min)**

Everyone knows or at least has an idea of why they have the name they have, and everybody has a story to tell about their name (first name, surname or both). Maybe they know why their parents picked that particular name, the meaning of the name or they have a story of someone with the same name.

Ask everyone in turn to state their name and to tell a short story about their name. It could be the name's origin, its meaning, its significance to the person, if the person likes her name and how it has been living a life with that particular name. Anything goes, and luckily everybody has something to tell. As a trainer, you should start the game by telling about your name. This way you set the timeframe and the tone of how you want the stories to go. This game can be played both when people know each other, but also with a completely new group. By linking a story to a name it makes it easier to remember, and at the same time it opens a small window into the history and mind of the other group members.

**Lining Up (5-10 min)**

Ask everybody to stand in a line, shoulder to shoulder, all facing the same way. On your command they need to rearrange themselves correctly. This could be according to how many letters are in their names, their age, the distance to their homes, their height, etc. One category per round. You can do as many rounds as time allows. You can spice up the game by putting a time limit on it (e.g. counting down from 10) or you can introduce restrictions, e.g. so the participants have to do the exercise in silence and can only use nonverbal communication.

This game is nice to do when people do not know much about each other yet. If you play the game silently you also allow for the group members, who are normally the quiet ones, to play a bigger role in the problem-solving.

**Draw Your Story (20-45 min)**

Each participant is given a piece of paper, and is then asked to draw the story of how they ended up right here at this specific course, or right where they are in their lives. The drawing can go way back in time bringing in all kinds of elements from the participant's life: childhood, education, family, work or it can go back a day or a week, describing the details leading up to this day. It is up to you what you find suitable. Give the participants 5-10 minutes to draw. When they are done, do a round where everybody presents their drawing: what is on it, and what it means. This way everybody gets to share something about themselves. If you have a small group, have them present their drawings to each other in pairs first, and then to the whole group, where the pairs present the other one's drawing according to what they picked up from the pair presentation.

It is important to underline that it is not a contest about making a beautiful drawing, it is the message that is important.

**Flipping the Coin (15-30 min)**

You and the others in your group are about to revisit the past and take a trip down Memory Lane. Everyone gets a coin. Look at the year on the coin. Take a minute to think about what you were doing when that coin was minted. Were you in school? Were you a child? Where did you work? Were you already married? Where did you live? What was going on in your life at that time? What was the music of the day? Etc. If you were not yet born or prefer not to discuss your life during the year selected, choose another coin. After you have had some time to remember where you were, you are ready to present.

Do one round of presentations, and if there is still time left do another round, mix the coins and pick a new one.

### **Interview (20-30 min)**

Pair the participants up and tell them to do a short interview with each other. You can give them examples of what questions could be asked or you can let it be up to the participants. They need to note down the other one's answers, as they are going to introduce her to the rest of the group. If you give examples of questions to ask, expect that those will be the only questions participants will use. Give the participants 5 minutes to interview each other (2 x 5 minutes) and then do a round of presentations where the interviewer presents the interviewee.

This exercise makes the participants talk to each other, and lets them ask questions they want to know the answers to. Use this game either as a getting-to-know-each-other exercise at the beginning of a training or use it later in the process, and make it more topic specific.

### **Thumbs Up (5-15 min)**

Ask everyone to stand in a circle. One by one, you tell something about yourself. For each sentence everybody puts out their right thumbs – pointing it up if they believe the statement and down if they do not believe it. The one who said the sentence is the last one to turn their thumb to show everyone if it was true or false. A sentence could be *“I hate to cook”*, *“I love to travel”* or *“I collect old coins”*, etc.

This exercise is a fast way to share fun facts about oneself. You can make it more elaborate by letting people tell the story behind the true stories; this however makes the exercise take a lot longer.

### **Objectively Speaking (15-20 min)**

Tell participants that they have 5 minutes to search the surrounding area, both outside and inside if possible, for an object they feel represents some of their characteristics or who they are. After the 5 minutes are over, call participants back together. Take a round and let each participant in turn say her name, show the object she selected, and explain what it represents. An example could be: *“My name is Anne, I picked this leaf because it is strong but smooth, like me.”*

### **Silent Interview (45 min)**

Divide participants into pairs. Give them 10 minutes to tell their partner as much as possible about themselves without using any words or sounds. This can be done by using actions, like a mime, or pointing to objects in the room. When the 20 minutes are up, gather the participants and give each participant a chance to introduce her partner. After each presentation allow the person, who was introduced, to correct or add information about herself.

### **Picasso Portrait (20-30 min)**

Give three pieces of paper and a pen to each of the participants. Invite everyone to the floor and ask the participants to find a partner and stand face to face in the pairs. The pairs are now to draw a portrait of their partner. They only have 30 seconds to do this and they are NOT allowed to take their eyes off their partner's face. This means that they cannot look down at the paper at what they are drawing. The partners draw each other simultaneously. Start the clock. When time hits 20 seconds, count down the remaining 10 seconds so the participants feel the time pressure. When the 30 seconds are over, the couples are allowed

to look at their drawings. This usually creates a lot of laughter, since the drawings mostly look like kids' drawings. Tell the artists to sign their art work and hand it to their partners, who modelled for the drawing.

Do two more rounds, each time with new partners. After three rounds, each participant should have 3 portraits of themselves signed by three different artists (fellow participants). Ask participants to stand in a circle. Now ask them to choose amongst the three portraits, the one they would like to present to everyone. This could be the funniest looking one, the one that resembles them the most, or the one that speaks to them the most. They take turns presenting, while telling a little about why they chose this particular drawing.

This exercise is a fun and disarming way of introducing oneself, and usually puts the group in a very playful and happy mood.

### **Stinky Fish (10-30 min)**

This exercise works well if you have reason to expect some hostility or reluctance in the participant group towards the training theme. It can be used early in your program and it is designed to share fears or anxieties about the training theme.

Do a round where everybody reveals their stinky fish – something which you carry around and avoid talking about, but the longer you wait, the stinkier it gets. Sharing these feelings or views will help the participants (and trainer) relate to each other and identify areas of potential development and learning.

## **ENERGIZERS**

Energizers are games that can be used at any time during the training. Use them when energy or attention is a little low, after lunch or in the middle of a session on theory, breaking it into halves. They can also be used to encourage group feeling — which is useful at the beginning of the training, or after a round of heated discussion, where there might have been a high level of disagreement. Energizers can be more or less silly and are great fun. Here are some suggestions. Make sure to choose only the ones which you find appropriate for the specific group in question.

Each energizer takes 5-15 minutes, depending on group size. Trainers should join in too — you also need to be revived at times, and participants also need to see your silly side! Also remember to ask the participants if they have any games or songs which can be used as energizers. This also encourages the feeling of group participation.

### **Sword and Shield (10 min)**

For this game you need a lot of space. The easiest is to go outside and do the game in a courtyard or on a lawn. Tell everybody to choose one person among the other participants to be their sword and another one to be their shield. Instruct them not to disclose to anybody who you chose. Keep it to yourself but keep remembering who your sword and shield are. You start counting to 10. Meanwhile the participants start running around amongst each other. Their task is to get their shield person to be between them and their sword person. When you reach 10, shout out "STOP!", and everybody has to stop on the spot. The ones that are in the game and can continue to the next round are the ones who managed to place themselves so they were shielded from by their sword person by having their shield person situated in a straight line between themselves and their sword. Everyone else has to leave the game.

Do another round, with new people as shields and swords. Continue the game until there are only three people left. They are the winners!

This is a high-energy and fun game and is great to play when participants need a quick boost of energy.

### **Caterpillar (5 min)**

Split participants into two teams. Have them stand in line with their hands on the shoulders of the person standing in front of them, forming two caterpillars. The aim for the two teams is to catch the other caterpillar's tail. When one team succeeds, that team will win a person from the other team. The winning team is the team who ends up with all the people.

This is a quick energizer which is useful if you have a little time to spare.

### **Atoms (10 min)**

This energizer is a high-energy game. Ask participants to join you on the floor. The purpose for the participants is to form atoms (groups). You decide how many people is needed to form the atom.

Instruct the participants to run or walk around among each other. Shout out a number, for example the number 4. Now everyone has to come together in groups of four people, forming an atom. People who fail to join groups with the right number of participants forming the atoms, have to leave the game. Do multiple rounds, calling out a different number each time. The two last people have won the game.

This game can also be used to make work groups. You do not have to run it to the end. E.g. if you want to create work groups consisting of three people, you can call out that number, stop the game and let participants know that they will be working in their atom groups the rest of the session or the day.

### **Mosquito, Fish and Bear (10-15 min)**

This game is a variation over Paper, Scissors, Rock, a game most people know. Divide the group into two teams. Tell them to stand in two lines, the team members positioned shoulder to shoulder facing the other team, who line up the same way. The two teams should be around one meter apart. About five meters behind each team is the home / free zone. Each team huddles up and decides whether to be 1) Mosquitoes: finger tips together making a buzzing sound while flying around. 2) Fish: Palms together making a swimming motion forward 3) Bears: Arms stretched out and growling.

Who beats who? Mosquitos beat bears by stinging them. Bears beat fish by catching them, and fish beat mosquitos by eating them.

The two teams face each other and you count to three. When you say "three", both teams at the same time show the one they selected – mosquito, fish or bear. The winning team chases the losing team back to their home zone. Anyone caught on the way has to join the opposite team.

Start again and carry on for three or four rounds or as many as you want. In the end, the largest team wins.

**Fruit Salad (10-15 min)**

Ask participants to sit in a circle on chairs, facing the centre of the circle, except one person who stands in the centre. The person standing calls out all people who have a certain characteristic, e.g. *“everybody wearing something blue”* or *“everybody who has an E in their name”* or *“everybody who is a parent”*. Those people then get up and rush to find another seat. The person in the centre also rushes to find a seat. One person fails to get a seat, and then has to be the caller of the next round. You cannot return to the chair you just left.

This game can be used just to get people moving, but it can also be used to provide information on a topic: you could ask for people who are parents, grandparents, daughters, managers, heads of household, etc.

A variation of the game: Everybody is assigned the name of a fruit (e.g. apple, pear, pineapple and banana). It is important that there is more than one person with each fruit name. When the name of your fruit is called by the person in the centre, you have to stand up and find a new chair. The person in the centre calls out fruit names until she finds a chair of her own. If she says *“fruit salad”* everybody has to find a new chair.

**Tropical Thunder (5 min)**

Invite everyone to the floor to form a circle. The trainer starts rubbing her hands together and the person next to her copies, then the next, etc. – all the way around the circle. Then the trainer changes to snapping her fingers, and everyone gradually changes over. Then she starts slapping her hands on her thighs, then stamping her feet, then repeats the sounds in reverse until everyone is silent again. The rhythm sounds like a tropical thunder storm in a forest, starting quietly, building up and gradually dying away again.

It is important that each person copies the actions of the person to the right of them, not the trainer. And that the trainer waits until everyone is doing the action before changing to a new one.

**What are you doing? (10-15 min)**

Tell everyone to join you on the floor and to stand in a circle. The first person in the circle does one action (e.g. jumping). The person to the left (the second person) now asks *“what are you doing?”*, and the first person replies by describing a different action from the one she is actually doing. E.g.: *“I am brushing my teeth”*, though she is clearly jumping. The second person now has to do that action (brushing her teeth). This then continues around the circle. This one is very entertaining — but it is not for people who want to remain calm and dignified at all costs.

**TEAMBUILDING EXERCISES**

Teambuilding exercises are a collection of energizers that can help improve teamwork, develop trust, and enhance problem-solving skills. Use them on the first day of the training to ensure good cooperation among participants, and place one or two during the training to keep up the team spirit or to make it even better. If needed, these exercises can be used to strengthen the team culture at any time.

**The Helium Stick (15 min)**

Divide participants into groups of 8-10 persons. Give each group a stick approximately 2 meters long. Use broom sticks, a long branch or pieces of rolled up flipchart paper. Ask the groups to place themselves around the stick, preferably an equal number opposite of each other.

Everybody now has to put one index finger under the stick in an angle of 45 degrees. They are not allowed to grab and hold the stick with their finger, they can only balance the stick on top of it. Now the task is to get the stick from arm height down to the ground by lowering the stick without dropping it, and then take it back up to the same height again.

**NB:** all index fingers need to touch the stick at all times, or the exercise has to start over.

This exercise is a classic teambuilding exercise. It demands that the participants communicate a lot and find a strategy for how to solve the task. It may sound like an easy task, lowering and lifting a stick, but you will see that trying to lower the stick very often leads to the group actually lifting it, inadvertently. Hence the name: Helium Stick.

**Trust Game (15 min)**

Invite everyone to the floor. Form a circle and ask for a volunteer to stand in the middle. You have to stand very close, shoulder to shoulder. The person in the middle now has to close her eyes. Tell her to lean to one side and trust the person to safely move her to the next person. Have her lean on one person after the next for about one minute, and then ask for another volunteer.

**NB:** Be aware that this can be very uncomfortable for some people, so do not push anyone if they are not up for being the one in the middle.

**Rows in the Dark (5 min)**

Tell participants to find a blindfold, e.g. a scarf or a shirt. When everyone is blindfolded, ask the group to get in a row according to your instructions. You could tell them to get in a row so the shortest are in the front and the tallest in the back, to make the exercise more difficult, you can instruct the group to get in a row of alphabetical order according to the first letter of their first names, or something else.

This game aims at enhancing group concentration, focus and trust.

**1-2-3 (15 min)**

Pair up the participants two and two and ask the pairs to stand in front of each other. They now have to count to three: one person says "one", the other "two", and the first one says "three". They start over, but this time it is the other one that starts counting. Let them do this a couple of times.

The next step is to replace the numbers with sounds and movements / gestures. Ask the pairs to replace the number 1 with a sound and a movement. Now every time they count 1, they do the movement and sound instead, still taking turns starting the count. After a while they need to also change the number 2 – and later also 3 – into a movement and a sound. After they have done all three movements and sounds for a little while, ask the pairs to share their sequence with the rest of the group, one pair at a time. Applaud the pairs.

### **Appreciation Game (1 hour approx.)**

This game is a teambuilding exercise that works best if you place it by the end of a course when participants are saying their farewells. The game provides participants with an opportunity to appreciate the company of the rest of the group members, and sends them on their way with a thank you note from everyone.

Provide everyone with an envelope. Tell them to write their name on it and hang them on the wall next to each other.

Hand out small pieces of paper to everyone. Now ask the group to write small notes of appreciation to everyone and go and put them in the different envelopes.

You can choose to have participants write all these notes within a designated time slot of approximately one hour or you can ask them to scatter their note writing over the whole day. Have a small ceremony by the end of the day, handing out envelopes to the group members. You can decide whether participants are to read them on the spot or should only open the envelope once they have returned home.

### **Statements (10-30 min)**

This exercise can be used to practice the dialogue culture of a group, as participants will choose different statements and argue in favour of them, as well as listen to and sympathize with each other's arguments.

Provide a set of statements, written on pieces of paper, and place them in a circle on the floor. The statements should be related to the training topic. Ask participants to read them all, choose the one that is most important to them and stand next to it. One by one, participants argue why they have chosen their specific statement. You can follow up by asking: *Was it hard to choose?, What made you choose this specific statement over the others?, Did the round of argumentation make you want to change your decision and stand by another statement?*

The statements can be more or less controversial, as you deem appropriate for the group and circumstances. They can also be rather obvious and even overlap each other, which can make it hard to choose, but provide an interesting discussion. E.g. *why is Women need to know their rights for them to claim their rights more important or true than Women survivors of violence has the right to protection?*

# BRAINSTORM, DISCUSSION, DECISION MAKING AND ROLEPLAY

All adult learners are very different from each other and they learn in different ways. So there is no single method on its own that you can be sure will satisfy all participants' learning needs. However, the more you vary the types of activities, the better chance you have of optimizing participation and learning outcome. On the following pages you will find tools to create a safe space for learning, and ideas for facilitating discussions and decision making processes through different exercises. We have also included useful guidelines for facilitating roleplays, which is a type of exercise used throughout the training manual.

## GROUP AGREEMENT / CODE OF CONDUCT

To create a safe space for group discussions and exercises, it can be useful to start a training with spending some time negotiating a group agreement. Essentially, it is a set of statements describing how to behave, e.g. respect everyone's opinion, allow everyone to speak equally, etc. It can also be useful to use hand signals as a common language. Here are some examples, but you can also create your own signals.

- Raise a finger: when you wish to contribute to the discussion.
- Raise two fingers: if your point is a direct response to a point that has just been made. This allows for jumping ahead of the queue.
- Silent applause (waving hands): when you hear an opinion that you agree with. This will save time as people do not need to repeat the same points.

## HEAR THE SILENT VOICES

As in all other social settings, people take on different roles. Some participants will take on the role as the leader, while some will seem passive. For some people it can be a challenge to participate actively and ask questions in plenary. To overcome this and hear everyone's opinion, it can be helpful to use alternative methods.

- If you have internet access, there are websites which facilitate anonymous questionnaires and voting. E.g. [www.mentimeter.com](http://www.mentimeter.com) has a lot of options and is for free. See more below.
- At the start of the session you can hand out small pieces of paper, for the participants to write their questions. Collect them during a break and read them out loud for discussions.
- Always accept if someone does not want to participate in e.g. a roleplay, and give them the opportunity to participate in other ways, e.g. as observers.



## BRAINSTORMING – WHEN YOU NEED TO CREATE NEW IDEAS OR EXPLORE A THEME

One type of exercise that can be used in many different variations and has a multitude of purposes is brainstorming. A brainstorm is a group technique, aiming to create new ideas. You formulate a specific question, theme or problem and create as many ideas as possible in a limited time. There are a few important rules to follow:

- The participants should speak out all ideas that come to mind, the more ideas the better.
- No criticism is allowed during the brainstorm (evaluation of ideas comes later) and the wilder an idea, the better. Crazy ideas and utopia are welcome.

### Classical Brainstorming

In plenary, participants come up with as many ideas as possible on the given topic. Either one person writes down all the ideas so that everyone can see them, or the participants contribute their ideas on post-its.

If you want, you can try to mind-map<sup>1</sup> all the different ideas, either while writing them down or by categorizing them afterwards (more on categorization below).

If you do not reach the desired amount and quality of ideas during a normal brainstorm, you can try to do a more structured brainstorming. Other options are:

### Brainwalking

A brainwalk is also a process of generating ideas, but it is better at making space for and use of all the different capacities and skills of the participants.

Make a number of brainstorm stations and provide large paper, post-its and pens for each station. The brainstorm question could be the same for all stations, or each station could have a different question. Write the question(s) on the sheets of paper. Depending on the number of participants, place one participant or a small group at each station. Start the brainstorm, asking participants to note their input on post-its and stick them on the paper. After e.g. 5 minutes, ask the participants to rotate, by moving on to the next station. The task is now to continue the brainstorm of the new station, based on the input from the last group. Continue the rotation for as long as you find useful. Finally, each brainstorm station has received input from several or all participants, but in a structured manner, where participants were forced to develop each other's ideas.

### The Five Phases<sup>2</sup>

- *Define Goals and State the Problem:*  
Without being too specific, give the participants some information on the topic on an abstract level before the brainstorm, and maybe provide them with background material.
- *Stimulate Creativity:*  
Help the participants on where to start; provide different perspectives, highlights from research and strategy, etc.
- *Think Individually:*  
Generate ideas individually (or in pairs or small groups) for a fixed amount of time. Participants can write their ideas on post-its.

<sup>1</sup>[www.inspiration.com/visual-learning/mind-mapping](http://www.inspiration.com/visual-learning/mind-mapping)

<sup>2</sup>[www.inspireux.com/2013/07/18/tips-for-structuring-better-brainstorming-sessions](http://www.inspireux.com/2013/07/18/tips-for-structuring-better-brainstorming-sessions)

- *Share, Expand, and Critique Share:*

The participants present their ideas one at a time without discussion or critique, and all ideas are put on a board, flip chart or wall, where everyone can see them. After sharing all the ideas, it is time to discuss how to build upon the existing ideas.

The Six Thinking Hats is a tool, which helps discuss each idea from different perspectives. Assign the different 'hats' to different participants:

- Just the Facts (white hat)
  - Positive Aspects (yellow hat)
  - Negative Aspects (black hat)
  - Emotional Reactions (red hat)
  - Alternatives building upon the initial idea (green hat)
  - Facilitate this process (blue hat) to ensure an efficient process, getting through all the ideas. Without firm facilitation, it can become a very lengthy exercise.
- *Categorize and Synthesize:*  
Identify and group related ideas and, finally, you can choose to rank the ideas to reach a decision, if that is the purpose of the brainstorm.  
(Please see below for more on categorization and decision making).

### Thinking Hats

This method can also be used as a brainstorm method in itself. Above, it is integrated into the brainstorm process, but you can choose to assign different characteristics or profiles, each symbolized by a hat, to participants before embarking on the brainstorm. The hats then generate ideas based on their assigned characteristics. Characteristics could be e.g. optimist, circus enthusiast, lawyer, investor, socialist, etc. You can choose whichever characteristics, relevant to the aim of the brainstorm.

### Anonymous Brainstorming

If participants censure themselves, you can try to do an anonymous brainstorming – either online (see tools below) or by letting the participants contribute their individual ideas anonymously, by writing them on small pieces of paper, collecting them in a bowl.

## FACILITATING DISCUSSIONS – WHEN YOU NEED TO AIR OPINIONS AND TURN EVERY STONE

The open discussion is an important element of any session based on participatory approaches to learning. Being able to share and debate opinions in an open forum among your peers is key to reaching new insights and create common understanding.

The classical way of conducting a discussion is to pose a dilemma or a problem to a group of participants and then letting the talk flow from person to person among the people who offer their opinions. This approach, however, has some challenges: Many or some participants will most likely feel excluded, and the facilitator will have a hard time keeping track of the direction of the discussion, as well as keeping the speaking order. There are many tools to facilitate discussions in order to make them more constructive and inclusive<sup>3</sup>.

<sup>3</sup>[www.drscavanaugh.org/discussion/inclass/discussion\\_formats.htm](http://www.drscavanaugh.org/discussion/inclass/discussion_formats.htm)

**Circle of Voices**

The group gets 3 minutes of silent time to consider the topic. Each participant then gets 1, 2 or 3 minutes of uninterrupted time to discuss the topic, and afterwards the other members can react. Adapt time as you wish, based on number of participants and time available.

**Critical Debate**

Introduce the set-up: a for / against debate. Divide the participants into two groups – for and against. Each team chooses one person to present their arguments. They get a limited time to produce their arguments, and the two spokespersons perform the debate. Debrief the debate discussing the experiences of this exercise and how it felt arguing for or against something you might not agree with on a personal level.

**Hassle Lines**

The participants form two groups lining up in front of each other, so each participant has a discussion partner in front of her. One side is for a certain topic, and the other against. Assign a fixed amount of time to argue, whereupon the participants are asked to share points from their discussion in plenary. The exercise can also work without having a given opinion, just talking about a specific theme. One line moves one step to the right, and a new topic is discussed. If relevant, the participants can share their arguments in plenary in order to reach a common understanding.

**Jigsaw**

Generate or provide a short list of relevant topics. The participants can either be assigned a topic, or choose themselves on which topic, they want to become an expert. The experts on the same topic gather to share their thoughts, and maybe do some research if relevant. Then they split up and each pair with an expert on another topic to exchange thoughts with, teaching each other about their topics. The exercise can either end, when everyone has been taught every topic, or you can make a sum-up for everyone.

**Numbered Heads Together**

You divide the participants in groups by giving them a number, e.g. from 1-4. The people with the same number stick together and discuss the given question or problem. You call upon the participants by number to present the group's answers or arguments.

**Posted Dialogues**

Small groups of participants discuss different topics. They summarize their thoughts and conversations on a flip chart or whiteboard, and then all the participants are free to wander about the room to both read and add comments.

**Rotating Stations**

Participants are divided into small groups, placed at discussion stations equipped with paper and markers, and are given 10 minutes to discuss an issue, and write down their ideas. After 10 minutes the group moves to a new station, where they have to discuss the notes from the previous group, and add their comments. So it continues. In this exercise the participants will build arguments upon arguments from other participants, thereby getting different associations than would be the case if they only discussed their own opinions.

**Snowballing**

Generate a list of questions or issues, relevant to the training theme. The participants begin this activity by individually responding to the questions or issues. After a fixed amount of time they create progressively larger conversational groups by doubling the size of their

group, and share their arguments. This continues, until all participants are in one big group. This exercise forces the participants to compromise while arguing and discussing advantages and consequences of different opinions or answers.

### **Spectrum Lines**

This exercise takes up some space, and can also be done outdoor. Start by creating an imaginary or real line through the room (chalk or tape). One end stands for *I agree completely*, the other end for *I disagree completely*. Then the trainer generates a statement on which the participants can take a stand on the line. After taking a stand, the participants have to explain their decision either to the person next to them or in plenary.

### **Think-Pair-Share**

First, each participant responds to a question in silence. Then they pair with a partner to discuss. Finally, they share their agreed-upon answers with the rest of the group.

### **Three-Step Interview**

Choose a topic relevant to the group and situation (e.g. understanding of gender roles, cases of domestic violence, etc.) Divide four-member groups into two pairs: A and B, C and D.

Step 1: A interviews B, while C interviews D on the topic in question.

Step 2: reverse the roles: B interviews A, while D interviews C.

Step 3: share-around: Each person shares information about his / her partner in the group of four. The interview makes the participants act as both interviewer and interviewed, thus they both get to express themselves, and to listen and retell someone else's answers.

## **DECISION MAKING – WHEN YOU NEED TO MOVE ON FROM E.G. A BRAINSTORM OR A DISCUSSION**

Discussions or brainstorming rarely produce an answer or a conclusion, as they are designed to broaden a topic by adding different perspectives. However, it is often necessary to reach decisions in order to move forward. This is done by narrowing and / or prioritizing the information that has been produced by the discussion / brainstorm. But first, you need to categorize the input, in order to decrease the number of topics, suggestions, etc. This can be done in different ways:

### **Categorization: Clustering Post-its**

Simply cluster input that are similar or overlapping by physically moving them together, so that you end up with fewer than you started out with. This provides an overview and makes it easier to move on towards a decision.

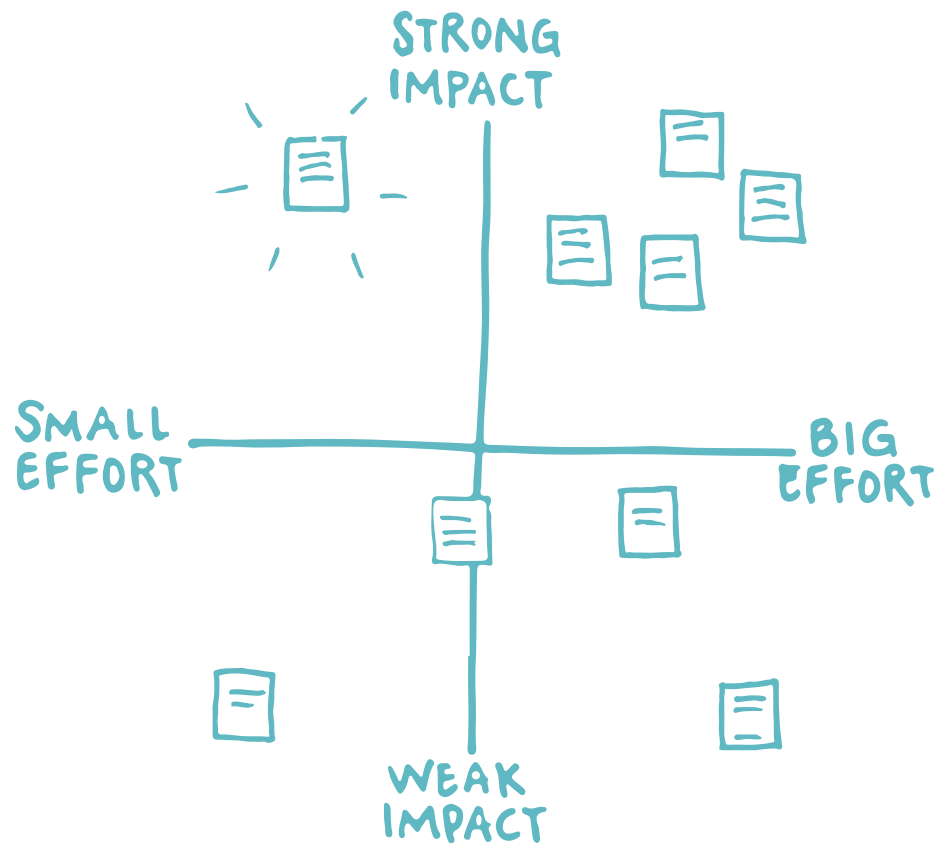
### **Categorization: Assign Symbols**

If your brainstorm is noted down directly on a flip chart or board, you can create overall categories and assign a symbol or a colour (maybe both) to each category. Now, mark each input with the symbol of the category to which it belongs. By the end, all the input with the same symbol constitute a category. E.g. the blue squares are all related to 'Structure', while the red stars signify 'Content', etc.

### **Categorization / Decision making: Matrix**

When discussing ideas, it is normal to fall into the trap of assessing the ideas by comparing them to each other. However, by assessing them based on external, neutral criteria, it is easier to reach an agreement on a sustainable decision.

This is done by constructing a matrix, where the horizontal and the vertical axes have pre-defined criteria. The criteria should be relevant and the participants should have the necessary knowledge about the criteria. E.g. if one criteria is economy, there should be participants who know the cost of the specific ideas. Possible criteria could be cost / benefit, realistic / groundbreaking, impact / effort, etc. When you have decided on the criteria, place the ideas in the matrix, assessing them one by one. This way, you will be able to see which ideas should be prioritized. E.g. an idea which potentially has a high impact and requires a relatively small effort should be prioritized over one that scores high both on impact and effort.



If possible, the categorization process should be performed by the participants themselves, in order to create ownership of the final decision.

Sometimes, a good categorization leads to a decision. But in more complex cases, you need tools to facilitate the process of decision making, e.g. to make sure the minority is also included.

As a facilitator, you should make sure to emphasize the purpose of reaching a decision – the goal. You can write it where everyone can see it, to support a shared focus on it. It is also helpful to sum up the process along the way, in order to remind participants of the work they have done, and where they are headed. Here are some tools for decision making:

#### **Decision making: Dot-mocracy**

Everyone is given e.g. three votes. The options are written on a flip chart or board, and the participants place their votes, making dots with a marker. They can distribute the votes as they wish; all three on one – or distributed between more options.

**Decision making: Quick Vote**

A simple way of getting an overview of the support for a suggestion. Thumbs up: *"I support it"*, thumbs sideways: *"I will go along with the will of the group"*, thumbs down: *"I do not support it and wish to speak"*.

**Decision making: Gradients of Agreement (voting with minority influence)**

When trying to gain consensus, the participants for and against vary a lot more than just *"yes / full support"* and *"no / complete rejection"*. By using Gradients of Agreement, the participants get a common language to express their standpoints. This model has 8 grades, ranging from enthusiastic support to strong objection:

- 1) Full support – *"I like it"*
- 2) Endorsement with minor concerns – *"Basically, I like it"*
- 3) Agree with reservations – *"I can live with it"*
- 4) Abstain – *"I have no opinion"*
- 5) Stand aside – *"I don't like this, but I do not want to hold up the group"*
- 6) Disagreement, but willing to go with majority – *"I want my disagreement noted, but I'll support the decision"*
- 7) Disagreement, with request not to be involved in implementation – *"I do not want to stop anyone else, but I wish not to be involved in implementing it"*
- 8) Rejection of the proposal – *"I cannot accept it"*

You can write the 8 grades on a board or flip chart and participants can vote anonymously or by raising hands. Or you can make a line on the floor, marking the 8 grades, and have the participants place themselves on the line according to their standpoint. In order to reach a decision with maximum support, you ask the minority who show least support what could make them move up the line? Maybe only small adjustments can make a difference. Through this collaborative decision-making process, the team will build a solution that has a broad, inclusive support and will enhance the commitment and likely success of the final decision.

NB! A different way to use the Gradients of Agreement, is by starting a discussion or educational process with participants rating their support to a specific (maybe controversial) suggestion, followed by a discussion of pros and cons. After the discussion, you do the rating again to see if discussing and arguing had an effect on the participants' standpoints.

**ONLINE TOOLS**

If you have reliable internet access, online tools can be an inspiring way to provide an interactive platform for your participants. As mentioned earlier, it can also be used as a tool for anonymizing participants and a way to make everyone take part in the discussion. These platforms are for free, so all you need is access via computer or phone.

**Kahoot**

This is a platform where you can create a quiz for the participants to answer. The participants sign up with a name (their own or a pseudonym) and compete against each other. A quiz can e.g. be used to recap yesterday's main learning points, as an ice-breaker, e.g. by guessing statements about the other participants, or as an energizer, because the quiz is a fun competition, where you need to be fast (and answer correctly). Questions and scores can be seen by all on a large screen.

For the facilitator: to sign up, log in and create a quiz: [www.kahoot.com](http://www.kahoot.com)

For the participants: to access the quiz and play: [www.kahoot.it](http://www.kahoot.it)

### **Mentimeter**

On this platform the participants stay anonymous and are therefore completely free to voice their opinions. Mentimeter can be used for various purposes:

You can ask a question, e.g. *“What are your associations to the word WOMAN?”*. The participants will type in words, which will then appear on the screen illustrating the amount of times, the word has been used. You can also make participants vote for or against a given statement or you can use it to facilitate an evaluation. The participants can also write questions, which will appear as post-its on the screen.

For the facilitator: to sign up, login, and create the task: [www.mentimeter.com](http://www.mentimeter.com)

For the participants: to access the task and contribute their input: [www.menti.com](http://www.menti.com)

For much more on how to facilitate entirely online trainings, please see the chapter [Online Training](#).

## **MORE INFORMATION**

For more methods and exercises to facilitate group work, please see:

<https://seedsforchange.org.uk/tools.pdf>

## **ROLEPLAY FACILITATION**

The method of roleplaying is potentially a very efficient way to stimulate learning, because it involves the participants very directly. Therefore, it is included throughout the sessions of this training manual. However, the method can also be quite intimidating to some participants, who can feel exposed and stressed if they have to perform in front of the others. By using the following set of guidelines, you will be better equipped to facilitate successful roleplays.

### **Before the roleplay**

Consider when and how you introduce the roleplay. If some participants feel uncomfortable about the method, there is no reason to worry them a long time in advance.

- Make sure to create a safe and relaxed environment, and emphasize the objective of the roleplay: that the group as a whole obtain maximum learning from the situation. In order to do so, it is important that all engage themselves in it. Also emphasize that the performance does not need to be perfect, but rather the objective is to be able to learn from the exercise, so difficulties and challenges encountered during the roleplay are very useful.
- Always ask for volunteers to do the roleplay. Forcing the roles on people who feel uncomfortable will never work. Make sure the roleplayers know their roles and the task.
- Provide time for preparation.
- Consider assigning tasks to some or all of the other participants as well. They can be observers, who should notice certain things (e.g. the use of a newly introduced tool or the position of the child, etc.). Remind the observing audience of the [Feedback Guidelines](#), which should be followed in order to provide respectful and constructive feedback.

### During the roleplay

Make sure to keep the theatrical setting:

- Mark the start and end of the roleplay clearly.
- The audience keep quiet and pay respectful attention during the play and applaud the players in the end.
- The roleplayers stay focused in their roles throughout the play.

Allow the use of time-out:

- If the players feel stuck, they should be able to take a time-out and ask the other participants for input on how to continue. This protects the roleplayers, and enables a closer cooperation and shared production of learning outcome for the whole group.
- As a facilitator, you can also pause the roleplay, if you see it running off track or if the players misunderstood something important, etc. However, before intervening, carefully consider if the 'mistake' can become a useful learning point, in which case it might be better to avoid the interruption and instead wait until the end before you address it.

### After the roleplay

Debrief the roleplay well, using the [Experiential Learning Cycle](#). Remember that debriefing is designed to extract learning from an experience, so make sure to spend enough time on this part.



- Always start with the roleplayers. They are the ones who have most at stake, and it can feel quite uncomfortable for them to have to listen to feedback from their peers before they get a chance to comment on their own experience and performance.
- If intense emotions came up during the roleplay, start by debriefing them (Reflect). This way, you can smoothly continue to talking about what happened during the roleplay (Act), why it happened and what it relates to in the participants daily work experience (Learn). Finally, discuss what could have been done differently, in order to produce a different reaction (Apply).
- Separate participant and role clearly. E.g say "What did Sara's character do?" and not "What did Sara do?"
- Always ask the roleplayers what they would do differently, if they were to do it again. And consider allowing them to repeat the play, adjusting it and experiencing a more satisfactory performance. This enhances the learning outcome.
- Make sure to thank the players for their efforts and courage, contributing to the learning of everyone.
- Always end a roleplay by stepping out of the roles. This can be done by standing up and shaking them off, switching seats, having a break or something else.





# FEEDBACK

Feedback is an opportunity to help a person improve their skills and performance. But it can be both sensitive and difficult to receive feedback. However, a good feedback culture in e.g. a staff group can contribute to a good, respectful and trusting working environment.

Feedback in relation with training of new skills can help improve the learning outcome. But it is very important to give and receive feedback according to a set of guidelines, assuring that the feedback focuses on skills and actions, and not on the person. Feedback on personal characteristics – both positive and negative – is useless, because it focuses on things that cannot be changed. When focusing instead on actions and skills, the feedback becomes useful, because these things can be adjusted.

As a trainer, you are responsible for making sure that the participants follow the guidelines.

## **FEEDBACK CULTURE AND THE ROLES OF SENDER AND RECEIVER**

Feedback can become a culture, if it is integrated as a natural part of the workplace. A good feedback culture is an environment, where honest and unprejudiced communication is welcomed, and leads to valuable input. Feedback should be forward-looking, always aiming for improvement.

Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

The Role of the Sender of Feedback	The Role of the Receiver of Feedback
<ul style="list-style-type: none"> <li>• Be aware of Who, Why and Where you give feedback</li> <li>• Formulate the feedback carefully</li> <li>• Have a clear purpose and message</li> <li>• Choose what is most important</li> <li>• Consider also giving negative feedback</li> </ul>	<ul style="list-style-type: none"> <li>• Be open and ready to receive / listen</li> <li>• Reactions: denial, aggression, irritation, hurt</li> <li>• Opposing feelings (interest →← discomfort)</li> <li>• One's own level of sensitivity can vary</li> <li>• Remember that feedback is a helping hand</li> </ul>
<p><i>You can worry that:</i></p> <ul style="list-style-type: none"> <li>• The feedback can be hurtful or misunderstood</li> <li>• The feedback can lead to confrontation</li> </ul>	<p><i>What you can do:</i></p> <ul style="list-style-type: none"> <li>• Listen, do not defend yourself right away</li> <li>• Make sure you understand the message</li> <li>• Get feedback from more than one person</li> <li>• Ask for the feedback you want</li> <li>• Decide what to do with the feedback</li> <li>• Thank the person who gives you feedback</li> </ul>

## A FEEDBACK EXERCISE

This exercise shows how positive feedback affects us. It can be used as a teambuilding exercise in any context, or as an exercise to open up the theme of feedback.

- Participants all tie a piece of cardboard in a string around their neck, and let it hang on the back
- Everybody takes a pen. Set the time to e.g. 10 minutes (depending on number of participants)
- Walk around among each other and write points you appreciate about the others on their cards
- You have to write on as many cards as possible
- When time is up, everyone reads their card
- Have a round of everybody sharing the feelings caused by the feedback

## THREE USEFUL FEEDBACK MODELS

### Keep Your Eyes on the Ball

It is important to give feedback regarding the skills and actions of a person, not the person him / herself. And it is important always to be specific. These are helpful ways of expression:

DO NOT SAY	INSTEAD, SAY
<i>You are very good</i>	<i>The way you made her feel comfortable before starting the conversation, was really good</i>
<i>You seemed insecure</i>	<i>I think you could improve your expression of calmness by speaking a bit slower</i>

### Describe Your Own Experience

You can use these four steps to build up your feedback. Sometimes the first two steps are enough.

1. Observation →	2. Feeling →	3. Interpretation →	4. Advice
<i>I noticed that you...</i>	<i>It made me feel...</i>	<i>I think it is because..</i>	<i>Maybe you could...</i>

Here are a few examples:

*"I noticed that you asked many follow-up questions. It made me feel that you were very interested in what I was saying, and it made me reflect more, so you should keep doing that."*

*"I noticed that you were standing up most of the time, while we were all seated. I felt that created a distance between us. I think that might be the reason why we did not open up so much. Maybe you could try sitting down next time and see if it creates a more informal atmosphere."*

### The Burger Model

This is a model that can be used in all kinds of feedback: professionally and privately and in written (emails, etc.) as well as oral feedback.

The bread bun of the burger symbolizes the positive feedback, while the middle part is the negative – but still of course always constructive – feedback. The idea is to start and end by positive: you open by making the receiver feel good, then present your input to what can be improved, and wrap up with the other half of the bun; something positive, so that is the final, overall feeling the receiver will be left with.

An example:

Positive – the upper half bun:

*“I really liked the way you kept quiet sometimes, to give the boy time to talk.”*

Constructive criticism – the middle:

*“Maybe you could use the toys even more, e.g. when he could not answer the question about his mother. At that point you could have started a drawing, inviting him to draw what had happened at home.”*

Positive – the bottom half bun:

*“But you had a good connection with him, which I think is because you made him feel welcome from the beginning by making him a cup of tea.”*

Please see an elaboration on feedback, including how to handle a defensive reaction to feedback, in the session [Human Resources](#) in Shelter Management.

# VIOLENCE AND RIGHTS

## TARGET GROUPS

Staff at shelters and related services / others working within the field

**V**iolence and Rights provides a general and basic introduction to a Human Rights Based Approach (HRBA) and relevant conventions on the rights of women and children. Furthermore, key concepts such as rights holders, duty bearers, gender based violence (GBV), violence against women (VAW) and advocacy are discussed, providing participants with an insight into working with HRBA. Violence and Rights is equally relevant whether participants work in shelters, related services or in other arenas within the field of violence.

Regardless of the overall theme of a training, a fundamental understanding of what it means to work rights based is essential for everyone who works in the field. Therefore:

It is recommended to start every new training with either 1) the session titled Conventions or 2) the session titled Implementing a HRBA.

## LEARNING OBJECTIVES

This module will equip the participants to

- Identify and discuss relevant conventions and the complex role of shelters and related services as both rights holders and duty bearers
- Explain key concepts in a HRBA
- Employ a HRBA in their own work
- Plan and perform advocacy work for women's or children's rights

## TABLE OF CONTENTS

### General background paper for Violence and Rights

From charity to HRBA  
Basic concepts of a HRBA  
Religion and rights

## CONVENTIONS

### Background paper

The universal declaration of human rights 1948  
CEDAW 1979  
The Istanbul convention 2014  
The refugee convention 1951  
The convention against torture 1984  
The convention on action against trafficking in human beings 2005  
The sustainable development goals 2015  
Other relevant conventions

### Handout

Human Rights Squares

## WOMEN'S RIGHTS

### Background paper

CEDAW  
The Istanbul convention

### Handout

Handout 1: Women's Rights Squares  
Handout 2: Women's rights poster template



## CHILDREN'S RIGHTS

### Background paper

Children's rights  
The convention on the rights of the child

### Handout

Children's rights poster template

## IMPLEMENTING A HRBA

### Background paper

Rights holders and duty bearers

Who is who in shelter work?

Not a victim – a survivor!

### Handout

Handout 1: The complex role of shelters (illustration)

Handout 2: A HRBA vs a charity based approach



## DEFINING VIOLENCE – VAW AND GBV

### Background paper

Definitions

Challenges in conceptualizing and differentiating between GBV and VAW

## ADVOCATING FOR WOMEN'S RIGHTS

### Background paper

What is advocacy?

Methods and tools to strengthen advocacy work

### Handout

Tools for advocacy







# BACKGROUND PAPER

# VIOLENCE AND RIGHTS

## FROM CHARITY TO A HUMAN RIGHTS BASED APPROACH (HRBA)

While providing care to women was previously regarded from a traditional standpoint as an act of charity, during the last two decades, shelter advocates have increasingly come to consider the human rights of violence survivors as important in themselves, and as the most efficient way to address issues of concern to women, namely women's empowerment and autonomy.

One of the motivating factors for implementing a HRBA in dealing with survivors of violence, is that this approach provides more sustainable results. International recognition of women's right to enjoy and practice their human rights fully has also made the HRBA popular. It is important to understand that peoples' most basic and fundamental needs are actual human rights that are enshrined in a human rights framework. Violence against women and children is a violation of human rights, which arises from unequal and unjust power relations.

### HRBA vs a charity based approach

Below is listed how individual rights are understood in both approaches and how shelters with different approaches perceive their residents.

#### Human rights based approach

- Public, political, legal and moral responsibility and duty
- The State has binding moral and legal responsibility
- People have rights
- Individuals can actively claim their rights
- Analysis of root causes → Sustainable change
- Overall power relations are addressed – to the benefit of women at large
- Human rights are indivisible: all are equally important
- Human rights are universal: apply equally to all individuals
- Individuals have the right to participate in decisions which affect them
- Shelters empower its residents and provide protection

### Charity based approach

- Typically private actors
- Nobody is ultimately responsible
- People in need deserve help
- Individuals are passive recipients of charity
- Treatment of symptoms
- Some individuals receive help – but general conditions remain
- Some needs are more important than others
- Social, religious and cultural specificities affect the opportunities of individuals
- Individuals in need should be grateful to receive charity
- Shelters provide care and assistance

Please note that this chart can be found as a handout in the session Implementing a HRBA, and the session includes an exercise specifically focusing on the two approaches.

### Breaking the cycle of violence

Experience has shown that the use of a HRBA contributes to strengthening women's position, by providing them with more life chances and by empowering / advancing them to claim their rights. Women survivors of violence have better chances to play their role as key actors in the development of their human agencies when they are not treated as passive actors, but actively engaged in their own change.

## BASIC CONCEPTS OF A HRBA

In terms of concepts, the HRBA is characterized by a focus on rights instead of non-binding needs (as is the case with a charity / needs based approach). HRBA perceive women and girls as rights holders instead of grateful receivers of charity, and the HRBA is based on how the bound duties of states and institutions compel them to fulfil their commitments and obligations in accordance with the relevant international standards.

### Rights Holders and Duty Bearers

Two key terms when working with a HRBA are rights holders (RH) and duty bearers (DB):

#### *Rights holders*

- Rights holders are the ones who have the rights.
- Examples of RH: All individuals, children, women survivors of violence

#### *Responsibility as RH*

- When rights holders exercise their rights, they have a responsibility to respect the rights and freedoms of others.

#### *Duty bearers*

- Duty bearers are the ones responsible for the citizens' access to rights.
- Examples of DB and moral DB:

The state is the primary duty bearer, legally responsible for securing rights.

Non-state responsibility-holders such as women's shelters, parents, guardians, teachers, doctors, NGOs, CSOs, and lastly international institutions such as the UN, are all moral duty bearers.

*Duties as DB, examples*

- The duty to *respect*. E.g.:  
No interference with a child's enjoyment of his / her rights (e.g. building schools too far from home)
- The duty to *protect*. E.g.:  
Prevent rights violations by others (e.g. enforcing child protection laws)
- The duty to *fulfil*. E.g.:  
Adopt appropriate legislation, implement policies and allocate resources with the aim of fulfilling children's rights. The DB must directly put in place systems and provide services and assistance for rights realisation

A reformation within the international human rights framework has allowed for rights holders to make legitimate claims, and given duty bearers more obligations. Several conventions have been ratified by states, which means that the states must adopt and implement all provisions, and, if needed, change laws, measures and policies.

When working with survivors of domestic violence, it is important to be aware of one's own role as duty bearer to support and empower women and children and secure their rights, – but also in turn as rights holder, representing women and children, holding other duty bearers such as the authorities, the state, etc. accountable for their actions.

Please see the [background paper on the session titled Implementing a HRBA](#) for more information on rights holders and duty bearers, and the [background paper on the session Conventions](#) for specific details on conventions.

**HRBA principles**

The principles of a HRBA are defined a bit differently depending on source. But the following are found among the core principles of the approach:

- *Universality and Inalienability*  
All human beings are born with human rights, which cannot be given up or forcibly taken away.
- *Indivisibility*  
There is no hierarchy among human rights, all are equally important.
- *Interdependence*  
Human rights are mutually interdependent, meaning that if some rights are granted, then access to others can also be realized. In the same way, if some rights are denied, e.g. the right to education, other rights are more difficult to obtain, e.g. the right to vote.
- *Participation*  
All human beings have the right to participate in decisions that directly affect themselves and their lives.
- *Accountability*  
Duty bearers are obliged to and responsible for realizing the rights of the rights holders, and rights holders should be able to hold them accountable for their actions.
- *Equality and non-discrimination*  
All human beings regardless of race, religion, gender, opinion, origin, disability and status are equal, – and equally entitled to their human rights.

When working with survivors of domestic violence, *empowerment* is also a core principle of the HRBA. An empowered survivor is a woman whose human agency is enhanced in a way that enables her to claim and defend her rights and reintegrate in society.

## RELIGION AND RIGHTS

It can be important to understand the relationship between religion and human rights when preparing and conducting a training within the theme of Violence and Rights. Especially women's rights, and also sometimes children's rights, can be controversial themes to discuss in conservative religious communities or with some authorities. You are training participants based on their own experiences in their line of work. However, your training in women's and children's rights can be challenged, because they in some contexts are controversial and go against traditions and customs.

Many civil society organisations are faith-based, and religious authorities are influential in many local communities. Religious values and traditions often play a key role in shaping attitudes, norms and practices. When training, you are trying to change social norms, and raise awareness on specific subjects and issues. Therefore, you need to pay attention to religion when preparing and conducting your training.

Some might simply reject human rights and see them as a threat to their beliefs and traditions. Others consider women's and children's rights to be firmly grounded in and supported by their religion, and they actively work to promote human rights. Either way, religion and religious actors can play an important role in our dialogue and training on women's and children's rights.

It is important to pay attention to and understand the different roles that religion might play for people's perceptions of human rights. Be aware that some participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA.

### **Four different approaches to human rights from the point of view of religious actors**

Put somewhat simply, we can distinguish between four different approaches to the relationship between religion and human rights, ranging from rejection to full embrace of human rights. Below is an overview of the different positions. They should be understood as ideal types rather than an exact reflection of reality, and in real life, most religious actors will fall in between two categories, just as many will move from one category to another over time.

These approaches can be helpful to keep in mind, when preparing for a training, if you know your participants' religious beliefs or values beforehand. If not, they might be fruitful to rely on, if some participants begin to discuss women's rights as either fitting, or not fitting their religious beliefs and values. The overview can serve as a good reminder that the relationship between religion and human rights is complex and multi-faceted, and that religious actors display a wide range of different approaches to human rights.

1. *Rejection of human rights, as they are not believed to comply with religious values.*
  - There is an understanding of human rights and religion as two separate value systems that do not fit.
  - There is a focus on family, the religious community and God, instead of a focus on the individual and rights.
2. *Partial acceptance of human rights and focus on certain areas where religion and human rights overlap.*
  - There is an understanding of human rights and religion as two differing systems, but with overlaps and agreement in many arenas.
  - Women's rights are often controversial.
3. *Gradual, pragmatic reinterpretation of religion and focus on possibilities of greater compatibility between human rights and religion.*
  - There is an understanding of the possibility of integrating human rights and religion.
  - There is an ongoing reform and a translation of human rights principles to religious language, including women's rights.
4. *Comprehensive reinterpretation in order to reform religion, facilitating a match between human rights and religion.*
  - There is an understanding of human rights and religion as fully compatible.
  - Full acceptance of all human rights, including all women's rights.
  - No acceptance of religious jurisprudence.

**Tips and pointers to consider when training in conservative and / or religious contexts.**

- Take a gradual approach where you start out with the participants' own perceptions of social justice, equality and gender relations, and slowly introduce the HRBA, demonstrating how this aligns with their own understanding.
- Consider avoiding words, terms and concepts that are either taboo or controversial. The word 'feminism' might hinder your dialogue with participants in the training. Instead, try to find words that are common ground for you and the participants.
- Be careful about engaging in debates about human rights as a Western project. If the discussion comes up, acknowledge the scepticism, but prepare concrete examples of how governments, civil society organisations and individuals in the Global South have been involved in shaping and promoting the development of human rights.
- If possible, identify progressive religious actors in the community who can serve as role models and argue for women's rights from a religious perspective.
- Please see the sections A HRBA vs a charity based approach and Breaking the cycle of violence above, for more on why the HRBA often has a more sustainable impact than the charity based approach (often coinciding with a religious approach).

**And, maybe most importantly: Remember that while religion is important, it is not the only factor shaping people's perceptions, norms and practices. Pay attention to other factors as well, such as politics, economy, ethnicity and culture.**

## MORE INFORMATION

### For more on HRBA

See this [short film](#)

### For more on religion and rights

CAFOD: Believe in Change. A toolkit for the Catholic community to promote gender equality, 2018

<https://cafod.org.uk/content/download/45885/542857/version/1/file/genderand-catholicchurchtoolkit.pdf>

Islamic Relief: Integrating Protection: An integrated approach to gender-based violence and child protection, 2017

<http://www.islamic-relief.org/publications/>

NORAD/UNFPA: Religion, women's health and rights, 2016

<https://www.norad.no/en/toolspublications/publications/2016/religion-womens-health-and-rights/>

UNFPA/Church of Sweden: Women, Faith and Human Rights, 2016

<https://www.faihtoaactionetwork.org/resources/pdf/WFHR.pdf>

World Vision: Channels of Hope for Gender:

<https://www.wvi.org/church-and-interfaith-engagement/channels-hope-gender>

# CONVENTIONS

## ACTIVITY TYPES

Group work / pair work / trainer presentation / reflection and discussion

### SHORT DESCRIPTION

The aim of this session is to explore a convention relevant to the participants' specific context, including violence against women. This will be done by an exercise where the participants must become experts in their own part of the chosen convention and present it to the others. The human rights based approach (HRBA) is discussed and reflected upon. Furthermore, the participants will examine and discuss the concepts of rights holder and duty bearer in order to understand the roles and responsibilities of themselves and others in the field of violence against women.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Analyze relevant articles in the chosen convention, relevant to their specific context
- Describe and communicate sections in the chosen convention, relevant to their specific context
- Differentiate between the terms Rights Holder and Duty Bearer
- Reflect upon and discuss how to apply the new knowledge in their own work

### ADVANTAGES

This session has the advantage of operationalizing a relevant convention directly into the participants practice. Furthermore, it has the advantage of taking abstract concepts such as right holder, duty bearer and conventions to a concrete level for the participants to apply in their own work.



4-5 HOURS



6-24 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Conventions, as well as the generally relevant [background paper on Violence and Rights](#)
- Make the graphic illustrations for the training days, the sessions planned and the flip charts.
- Choose a relevant convention that is ratified in the country you are training in. You can find links and information in the background paper on Conventions.
- Prepare a presentation on HRBA, including the concepts of rights holder and duty bearer.
- Print copies of the handout Human Rights Squares for all participants.
- Study the Human Rights Squares and find your own answers to each category. It might be relevant, if some of the participants think it is a difficult exercise.
- Prepare the flip chart for the exercise Human Rights Actors.

### Materials

- Flip chart paper
- Markers
- Sticky tack

### Notes to trainer

Be aware of the following during the session

- If the participants represent a faith-based organisation or if you work in a conservative religious context, it is important to be aware that human rights might be perceived as controversial. Participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA. Please see the background paper on Violence and Rights for more information and advice.

## MORE INFORMATION

Please see the background paper on Conventions for links to relevant conventions.

# BACKGROUND PAPER

## CONVENTIONS

### THE MOST RELEVANT CONVENTIONS

Below you will find a short description of the most relevant conventions on women's rights. For each convention that is ratified by a country, the country is obligated to deliver periodic state reports for the monitoring bodies to be able to follow the implementation of the convention.

#### The Universal Declaration of Human Rights, 1948

[The Universal Declaration of Human Rights](#) is a milestone in the history of human rights, since it was drafted by representatives from all regions of the world. It sets out human rights to be universally protected, which had not been seen before.

- All human beings are born free and equal in dignity and rights (art. 1)
- Everyone is entitled to all rights and freedoms set forth in the Declaration, without distinction of any kind (art. 2)
- Everyone has the right to life, liberty and security of person (art. 3)
- Equal rights as to marriage, during marriage and its dissolution (art. 16)
- Everyone has the right of equal access and management of public service (art. 21)

#### CEDAW – The Convention on the Elimination of All Forms of Discrimination Against Women, 1979

[CEDAW](#) has been described as an international bill of rights for women. It defines what constitutes discrimination against women and sets up an agenda for national action to end such discrimination. CEDAW is the only human rights treaty which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. Countries that have ratified or acceded to CEDAW are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations. States should:

- Embody the principle of equality in their constitutions and laws, and ensure the implementation of the convention. They should also prohibit and eliminate all forms of discrimination against women, and protect women through the law (art. 2)
- Ensure that women are empowered to enjoy and exercise all rights and freedoms (art. 3)
- Adopt temporary special measures to accelerate equality and to guarantee that laws and measures are not discriminatory (art. 4)
- Reform social and cultural patterns (art. 5)
- Fight trafficking in women (art. 6)

- Ensure equality before the law, provide women the right to conclude contracts, and treat them equally in courts and tribunals. Women are granted the freedom to choose their residence (art. 15)
- Eliminate discrimination in all matters relating to marriage and family life (art. 16)

### CEDAW General Recommendations

Described below, you will find two relevant general recommendations to CEDAW.

<p><b>Recommendation 12:</b>                      Recommends the states that in their periodic reports to the Committee they should include information about:</p>	<p><b>Recommendation 19:</b>                      Under this recommendation, Gender Based Violence (GBV) is defined as any act that impairs or nullifies the enjoyment by women of human rights and fundamental freedoms namely:</p>
<ul style="list-style-type: none"> <li>• The legislation in force to protect women against the incidence of all kinds of violence in everyday life (including sexual violence, abuses in the family, sexual harassment in the workplace, etc.)</li> <li>• Other measures adopted to eradicate this violence</li> <li>• The existence of support services for women who are the survivors of aggression or abuses</li> <li>• Statistical data on the incidence of violence of all kinds against women, and on women who are survivors of violence</li> </ul>	<ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right not to be subject to torture or to cruel, inhuman or degrading treatment or punishment</li> <li>• The right to equal protection according to humanitarian norms in time of international or internal armed conflict</li> <li>• The right to liberty and security of person</li> <li>• The right to equal protection under the law</li> <li>• The right to equality in the family</li> <li>• The right to the highest standard attainable of physical and mental health</li> <li>• The right to just and favourable conditions of work</li> </ul>

### The Istanbul Convention, 2014

The [Istanbul Convention](#) is based on the understanding that violence against women (VAW) is a form of Gender Based Violence (GBV) that is committed against women because they are women. Adopted by the Council of Europe, it is the first legally binding instrument that criminalizes violence against women. This convention creates a legal framework and approach to combat violence against women and focuses on preventing domestic violence, protecting survivors and prosecuting accused perpetrators.

Given the scale of violence in Europe and the magnitude of its effect on society, this convention provides a checklist of measures governments should take to prevent VAW and to save lives and reduce human suffering namely:

- Training of professionals in direct contact with survivors of violence
- Raising awareness of VAW on a regular basis

- Including gender equality and nonviolent action in teaching material and textbooks
- Designing programs for abusers and sex offenders
- Working closely with NGOs
- Involving the media and the private sector in eradicating gender stereotypes and promoting mutual respect

Here you can see [the countries that have ratified The Istanbul Convention](#).

### **The Refugee Convention, 1951**

[The Refugee Convention](#) was ratified by 145 State parties, and defines the term refugee and outlines the rights of the displaced, as well as the legal obligations of States to protect them. The core principle is non-refoulement, which asserts that a refugees should not be returned to a country where they face serious threats to their life or freedom. This is now considered a rule of customary international law. Points of specific relevance:

- The plight of women being persecuted for reasons related to their gender as survivors of systematic rape, sexual abuse, and discriminatory patterns of traditional customs and behaviour is a matter not addressed directly by the Convention of 1951. The definition of non-discrimination in Article 3 of the Convention does not include the category of gender. It has been left to the practice of the United Nations High Commissioner for Refugees to recognise that women at risk are a special category of refugee protection. Some jurisdictions have also come to accept that women at risk may constitute membership of a particular social group under Article 1(2) of the Convention
- Rights acquired under a law other than the law of the country of domicile or present residence of the refugee, more particularly rights related to marriage (matrimonial system, legal capacity of married women, etc.) shall be respected, subject to compliance with the formalities prescribed by their country of domicile, or, failing such, by the law of their country of residence, if this be necessary (art. 12,3)

### **The Convention against Torture, 1984**

[The Convention against Torture](#) aims to prevent torture and other cruel, inhuman or degrading treatment or punishment around the world. Points of specific relevance:

- Torture is defined as any act by which severe pain or suffering whether physical or mental, is intentionally inflicted for purposes such as obtaining information, punishment, intimidation or coercion, or any reason based on discrimination (art. 1)
- The committee specifically cited state parties' failure to prevent and protect survivors from GBV, such as rape, domestic violence, female genital mutilation and trafficking as a violation of this convention.

### **Convention on Action against Trafficking in Human Beings, 2005**

The [Convention on Action against Trafficking in Human Beings](#) was made to prevent and combat trafficking, while guaranteeing gender equality. Points of specific relevance:

- States shall establish and / or strengthen effective policies and programs to prevent trafficking in human beings. This can be done through research, information, awareness raising and education campaigns, social and economic initiatives and training programs (art. 5).
- States shall implement legislative or other measures that is necessary to assist survivors of trafficking in their physical, psychological and social recovery.

**Sustainable Development Goals, 2015**

[The Sustainable Development Goals](#) (SDGs) are 17 goals to end poverty, protect the planet and ensure prosperity for all as part of a new sustainable development agenda. Each goal has specific targets to be achieved over the next 15 years. Here are the three most relevant SDGs that focus on women:

- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all (goal 4)
- Achieve gender equality and empower all women and girls (goal 5)

Goal 5 is a stand-alone goal that recognizes gender equality as a fundamental human right and a necessary foundation for a peaceful, prosperous and sustainable world. However, all other SDGs cannot be achieved without ending all forms of violence against women, including sex trafficking, sexual exploitation, and harmful traditional practices against all women and girls in the public and private spheres.

- Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels (goal 16)

**OTHER RELEVANT CONVENTIONS**

Below you find links to other relevant conventions that all include violence against women, discrimination against women, or describes women's rights and equality.

**ICCPR – International Covenant on Civil and Political Rights, 1966**

[The International Covenant on Civil and Political Rights](#)

**ESCR – The Covenant on Economic, Social and Cultural Rights, 1966**

[The Covenant on Economic, Social and Cultural Rights](#)

**Declaration on the Protection of Women and Children in Emergency and Armed Conflicts, 1974**

[The Declaration on the Protection of Women and Children in Emergency and Armed Conflicts](#)

**Universal Declaration on the Elimination of Violence against Women, 1993**

[The Universal Declaration on the Elimination of Violence against Women](#)

**Beijing Declaration and Platform for Action, 1995**

[The Beijing Declaration and Platform for Action](#)

**Convention on Climate Change – Paris Agreement, 2016**

[The Paris Agreement](#)

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

**Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.**

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

You can start this session by doing one of the two warm-up exercises, to tune in the participants on human rights. You can also do one of the exercises later in this session.

### WARM-UP EXERCISE: THE IMPORTANCE OF WORKING WITH RIGHTS (10-15 MIN)

**This exercise is designed to open up the participants' focus on human rights, how they think about and understand human rights, and how rights are relevant to their work.**

- Prepare different statements on large post-its or choose pictures describing why it is important to work rights-based when working with domestic violence. Place them on the floor for everyone to see.
- Tell the participants to read them all, choose the statement they find the most important and stand next to it.
- Take a round and let each participant argue why they have chosen that specific statement or picture.
- Start a discussion about rights by asking the participants if it was hard to choose?, what made them choose one specific statement over the others?, and whether the round of argumentation has made them want to change their decision and stand by another statement?



The statements can be more or less controversial, depending on what suits the group and circumstances. They can also be rather obvious and even overlap each other, which can make it hard to choose, but provide an interesting discussion.

Examples of statements:

- Women need to know their rights to be able to claim their rights
- Violence is a result of inequality
- Women survivors of violence is a very exposed group in society
- In many places, shelters are not recognised as rights actors
- Violence is a political responsibility
- Shelter work must be rights based in order to have a real impact
- Women survivors of violence have the right to protection
- Violence is considered a private matter and not a structural problem



## WARM-UP EXERCISE: HUMAN RIGHTS SQUARES (20-30 MIN)

**This exercise will tune in the participants on how much they already know about human rights from everyday life, and how present human rights are in all aspects of life.**

- Distribute a copy of the handout Human Rights Squares to all participants and make pairs.
- Tell them to ask each other the questions formulated in the Human Rights Squares, and let them write down the answers on their handout, one answer in each box. Encourage them to think internationally and emphasize that there are many possible answers to each question.
- Provide the participants with e.g. 15 minutes to fill in the handouts.
- You can choose to let the participants change partner, e.g. every 5 minutes or after every three questions.

After the exercise, have a short reflection on the importance of human rights, the relevance and presence of human rights and how they affect our daily lives and work. You can use some or all of the following questions for the discussion:

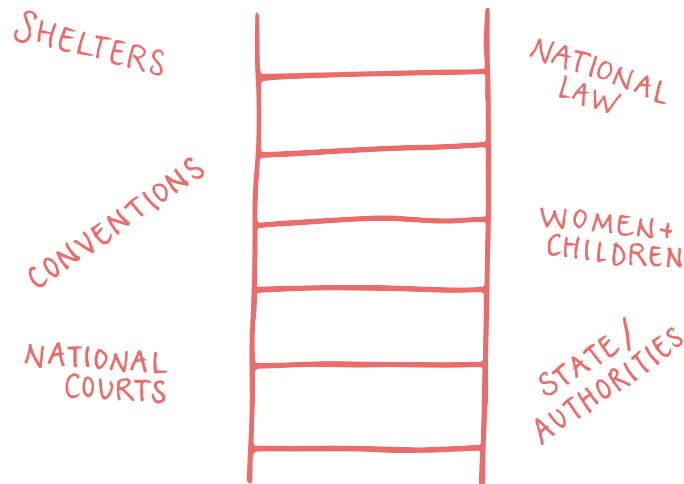
- How was it to do the exercise?
- Were there any categories that were easy or difficult to find answers to?
- How did this exercise make you feel?
- Did you learn anything new about human rights from this exercise?
- Was there anything in particular that you noticed?



## EXERCISE: HUMAN RIGHTS ACTORS (15-20 MIN)

**This exercise will provide the participants with an overview of how different actors, institutions and structures are related to and interact with each other.**

Draw a simple ladder with six steps on a flip chart. The steps of the ladder symbolise different levels, where the bottom represents specificity and the top represents abstract concepts. Write the following six human rights actors on the flip chart – in random order. Also, write the six human rights actors on large post-its, one actor on each post-it.



- Tell the participants to stand up and gather in a circle in front of the flip chart with the ladder.
- Shortly present the six post-its with the different actors that they should place on the ladder – make sure to present them in random order.
- Distribute the handwritten post-its among the participants. If there are more than six participants, divide them into pairs or groups.
- Explain the symbolism of the ladder:  
Each step represents a human rights actor, and the abstraction level increases as you move up the ladder.
- Give the participants a few minutes to arrange all six human rights actors, noting down the order they think is right on a piece of paper. They should not show their answers to the other groups.
- Ask the groups to place their post-its on the flip chart ladder, where they believe they should be. If there are disagreements (e.g. two post-its on the same level) then ask the groups to argue why they have placed their post-its as they have, revealing their full human rights actors ladder to the rest of the group. Guide the group in their discussion until the position of the human rights actors is correct:



If there is agreement among the participants regarding the position of the human rights actors, just move on to the next step, letting the participants know that you will return to the human rights actor ladder.





## TRAINER PRESENTATION AND DISCUSSION: HRBA AND ROLES (30 MIN)

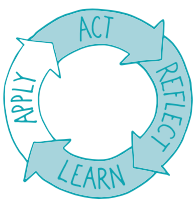
**Make a presentation of the core principles of a Human Rights Based Approach and of the concepts of rights holders and duty bearers.**

In your presentation, avoid emphasizing the fact that shelters and shelter staff are both rights holders and duty bearers. Instead, after your presentation return to the ladder on the flip chart and ask the participants to identify rights holders and duty bearers among the human rights actors. They should reach this conclusion:

Conventions:	Duty bearer
National law:	Duty bearer
National courts:	Duty bearer
State / Authorities:	Duty bearer
Shelters:	Duty bearer / Rights holder
Women and Children:	Rights holder

Follow up with a plenary discussion, using some or all of the following questions:

- From your perspective, what is the most important learning point – from the ladder exercise or from the presentation?
- Do you think about your work differently now, when knowing you as shelter staff are both duty bearers and rights holders?
- How does it feel to think of yourself as a duty bearer towards women and children exposed to violence?
- How does it feel to think of yourself as a rights holder – claiming rights on behalf of women and children exposed to violence?
- What are the benefits of being both duty bearer and rights holder?
- What are the challenges of being both duty bearer and rights holder?
- Is there anything you can do differently when returning to your work?



## EXERCISE: CONVENTION JIGSAW PUZZLE (90 MIN)

**Choose a convention relevant to the working context of the participants, and introduce it very briefly. The participants will work in depth with the text in order to operationalise it.**

- Divide the participants into groups of 3-5 persons. Place the groups at separate tables and hand each group a piece of flip chart paper, post-its and markers.
- Provide each group with their own part of the chosen convention. Give the participants approximately one hour to study the text and become experts in their own part of the convention. In this time, they should also prepare a presentation in a non-legal easily understandable language. The groups can choose how they will facilitate and present the convention parts to the other groups, e.g. through drawings, oral presentation, acting or by doing statues.
- Let each group present their part of the convention, beginning with the first part of the convention.

Please note that if a group decides to perform their presentation e.g. through acting, roleplaying or statue roleplay, you must remember to debrief their act, to ensure their learning experience. You can choose to ask the following questions:

- How did it feel to act this part of the convention?
- What happened when you acted the part of the convention?
- Why did you choose this form of expression?

NB: Remember to step out of the roles before moving on. E.g. by changing seats, simply saying “Now we are back to being ourselves again, and to help us with that, we will all find a new seat.” Or you can stand up and shake the roles of, or do something else to finalize the roleplay and move on.

## DEBRIEFING THE EXERCISE (20-30 MIN)

Have a plenary discussion, based on some or all the following reflection questions:

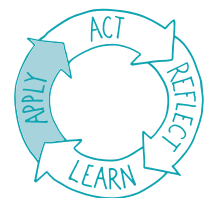
- Was it difficult to work with the convention? Why? What made it difficult?
- How did you discuss and decide on your presentation method?
- What are the five most important points or articles in the convention?
- How can we range the most important points or articles from 1 – 5, 1 being the most important?
  - Remember that it is okay if the participants do not agree on the ranging. Actually the articles are often equally important, but the aim is to discuss the different articles and elements in the convention.
- Are there any articles in the convention that are not fulfilled by the state?
- Are there any articles in the convention that are fulfilled by the state, or perhaps by other parties, such as organisations?
- Why is it important to work with the convention?
- Do you already work human rights based? In which way?
- Is there anything you want to be aware of / do differently, when you return to work?
- How can you start to work on implementing a human rights based approach in our work?
- How can you use what you have learned today about this specific convention?



## SUM-UP OF THE SESSION (15-20 MIN)

The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.

- Ask the participants the following two questions (write them on a board or flip chart)
  - Question 1: What do you take with you from this session as a valuable learning point (a new concept you learned, a discussion, a reflection)?
  - Question 2: Which part of the material do you still not grasp fully, struggle with, or find challenging?
- Give them a couple of minutes to think and / or write down key words.
- Invite all participants to share, briefly, one at a time. Depending on how many participants you have, either take rounds, talking about one question at a time, or have all participants



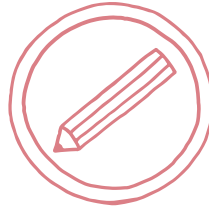
come and stand around the board writing key words from their reflections on the board / flip chart paper while sharing their reflections.

You can also share something yourself – trainers also learn something new every day. This way participants can feel encouraged to share their challenges.

- After both sharing rounds you can gently comment on or explain the points that participants are still struggling with.

**NB: If you have limited time, do a shorter sum-up, e.g. Toss the Ball:**

**Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one or two important points they have learned during this session, and which they want to take with them in their daily work**



## Human Rights Squares

Please write one example in each question box.

A human right?	A country where human rights are violated?	A document that proclaims human rights?	A group in your country that wants to deny human rights to others?	A country where people are denied their human rights because of their race or ethnicity?
An organisation which fights for human rights?	A film about human rights?	A singer who sings about human rights?	A human right your parents had/have that you do not?	A country where the human rights situation has improved recently?
The type of human rights violation that most disturbs you?	A novel about human rights?	A human right sometimes denied to women?	A human right that all children should have?	A country where people are denied their human rights because of religion?
A human right not yet achieved by everyone in this country?	A place where people claim their human right to establish nation or homeland?	A human right being achieved around the world?	A human right of yours that is respected?	Someone who is a defender of human rights?



# WOMEN'S RIGHTS

## ACTIVITY TYPES

Trainer presentation / group work / plenary discussion / reflection

### SHORT DESCRIPTION

In this session the participants work in depth with either the CEDAW or the Istanbul Convention – the two most important international conventions on women's rights. The session links the convention to the daily work of the participants through different creative exercises. It thus provides an understanding of the relevance of legal frameworks and a human rights based approach (HRBA) when working with violence against women.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Describe the main women's rights in accordance with a specific convention on violence against women.
- Explain the relation between the relevant convention and their daily work with women survivors of violence.
- Reflect on how to apply women's rights in their own work.

### ADVANTAGES

This session has the advantage of working in depth with the convention, providing participants with a thorough knowledge and understanding of fundamental women's rights. In case they do not already do so, this knowledge can lay the ground for working rights based with women survivors of violence. It further can inspire to engage in advocacy for women's rights, linking it directly to the session on Advocating for Women's Rights.



2-5 HOURS



6-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Women's Rights, as well as the generally relevant [background paper on Violence and Rights](#)
- Make the graphic illustrations for the training days, the sessions planned and the flip charts
- Choose which convention the participants will work with, and study and familiarize yourself with it (links to the conventions provided in the background paper on Women's Rights).
- Please notice that this session could vary in length (2-5 hours) depending whether you choose to include the optional exercises. Read them and make your choice before you can know the extent of the session.
- Print the handouts you need for the session. If possible, print the Women's Rights Poster template on A3 or larger paper.

## Materials

- Flip chart paper
- Note paper
- Markers
- Sticky tack
- Handout 1: Women's Rights Squares
- Handout 2: Women's Rights Poster template
- Large post-its

## Notes to trainer

Be aware of the following during the session

- If the participants represent a faith-based organisation or if you work in a conservative religious context, it is important to be aware that human rights might be perceived as controversial. Participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA. Please see the background paper on Violence and Rights for more information and advice.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

[Full list of countries who have ratified The Istanbul Convention](#)

[A comparison of CEDAW and The Istanbul Convention](#)

# BACKGROUND PAPER

## WOMEN'S RIGHTS

### CEDAW AND THE ISTANBUL CONVENTION

#### **CEDAW – THE CONVENTION ON THE ELIMINATION OF ALL FORMS OF DISCRIMINATION AGAINST WOMEN, 1979**

CEDAW is described as an international bill of rights for women. It defines what constitutes discrimination against women, and sets up an agenda for national action to end such discrimination. The CEDAW is the only human rights treaty, which affirms the reproductive rights of women and targets culture and tradition as influential forces shaping gender roles and family relations. Countries that have ratified or acceded to this convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

#### [CEDAW](#)

#### **General recommendations 12 and 19 (1989 and 1992)**

In 1989 and 1992, The CEDAW Committee adopted two general recommendations, namely number 12 and 19, which both emphasize violence against women as a form of discrimination.



<p><b>Recommendation 12:</b> Recommends the states that in their periodic reports to the Committee they should include information about:</p>	<p><b>Recommendation 19:</b> Under this recommendation, Gender Based Violence (GBV) is defined as any act that impairs or nullifies the enjoyment by women of human rights and fundamental freedoms namely:</p>
<ul style="list-style-type: none"> <li>• The legislation in force to protect women against the incidence of all kinds of violence in everyday life (including sexual violence, abuses in the family, sexual harassment in the workplace, etc.)</li> <li>• Other measures adopted to eradicate this violence</li> <li>• The existence of support services for women who are the survivors of aggression or abuses</li> <li>• Statistical data on the incidence of violence of all kinds against women, and on women who are survivors of violence</li> </ul>	<ul style="list-style-type: none"> <li>• The right to life</li> <li>• The right not to be subject to torture or to cruel, inhuman or degrading treatment or punishment</li> <li>• The right to equal protection according to humanitarian norms in time of international or internal armed conflict</li> <li>• The right to liberty and security of person</li> <li>• The right to equal protection under the law</li> <li>• The right to equality in the family</li> <li>• The right to the highest standard attainable of physical and mental health</li> <li>• The right to just and favourable conditions of work</li> </ul>

## THE ISTANBUL CONVENTION, 2014

The Istanbul Convention establishes a legally binding definition of violence against women (VAW) as a violation of human rights and a form of discrimination against women. Adopted by the Council of Europe, it is the first legally binding instrument that criminalizes various forms of violence against women. This convention creates a legal framework and approach to combat violence against women and focuses on preventing violence against women, including domestic violence, protecting survivors and prosecuting accused offenders.

*Prevention:* state actors are obligated to address root causes and change attitudes, gender roles and stereotypes that make VAW acceptable.

*Protection:* state actors are obligated to protect women and girls who are known to be at risk and set up specialist support services for survivors and their children (e.g. shelters, telephone help-lines, rape / sexual violence referral centres).

*Prosecution:* state actors are obligated to secure that no act of violence can be excused by culture, traditions, religion or so-called honour. They are also obligated to prosecute perpetrators, and secure protection measures during police investigations and lawsuits.

[The Istanbul Convention](#)  
[Short overview of The Istanbul Convention](#)

Find more relevant links on the session front page.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper and or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: WOMEN'S RIGHTS SQUARES (20-30 MIN)

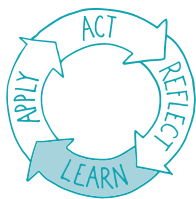
This exercise will tune in the participants on how much they already know about women's rights from everyday life, and how present women's rights are in all aspects of life.

- Distribute a copy of the handout Women's Rights Squares to all participants and make pairs.
- Tell them to ask each other the questions formulated in the Women's Rights Squares, and let them write down the answers on their handout, one answer in each box. Encourage them to think internationally and emphasize that there are many possible answers to each question.
- Provide the participants with e.g. 15 minutes to fill in the handouts.
- You can choose to let the participants change partner, e.g. every 5 minutes or after every three questions.

After the exercise, have a short reflection on the importance of women's rights, the relevance and presence of women's rights and how they affect our lives – as professionals, as women, and as men. You can use some or all of the following questions for the discussion:

- How was it to do the exercise?
- Was there any categories that were easy or difficult to find answers to?
- How did this exercise make you feel?
- Did you learn something new about women's rights from this exercise?
- Was there anything in particular that you noticed?





## TRAINER PRESENTATION: A RELEVANT CONVENTION (15 MIN)

**Make a short presentation of either the CEDAW or the Istanbul Convention. You can use the background paper on Women's Rights for inspiration.**

The presentation should lead up to the rest of the session, providing participants with the knowledge they need for the remaining exercises.

### MORE ON THE CONVENTION – OPTIONAL EXERCISE

If you have time and find it relevant, you can choose to make the exercise called Jigsaw Puzzle where participants become experts in their own part of the convention, and present it to the others. This exercise takes approximately 2 hours, including debriefing questions.

For instructions for the jigsaw puzzle exercise, please see the session titled Conventions.



## EXERCISE: MAKE A WOMEN'S RIGHTS POSTER FOR YOUR SHELTER (45 MIN)

**This exercise will make participants reflect on and discuss which rights they find to be most important for the women they work with. They produce a poster, which they can hang at their workplace, listing the five most important women's rights in that specific shelter.**

NB: This exercise can be done in different ways, depending on the participant group. If the whole group represents one shelter, it is important to reach one shared version of the Women Rights Poster, so it is necessary to include the voting round after the group work. If more than one shelter is represented, seek to make groups accordingly, so colleagues from the same shelter work together in formulating the rights. In this case, voting is irrelevant.

- Divide the participants into groups of 3-4 persons and provide each group with note paper, the Women's Rights Poster handout and markers.
- Provide the groups with 30 minutes to formulate and / or draw five rights they find to be most important for the women they work with. They can either choose rights from the convention or other rights, e.g. the right to have your own private space, or the right to talk about what has happened in the past.
- The groups either write or draw their five rights on the Women's Rights Poster handout and hang it on the wall.
- Ask the groups one by one to present their rights, skipping over rights that have already been mentioned by other groups.

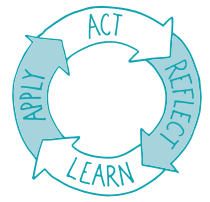
In case there will be a voting round, the trainer is responsible for noting all unique rights on a new flip chart, which will be used for the voting round.

- **OPTIONAL:** Each participant is provided with 3 votes. They can choose to vote for three different rights or place all their votes on the same right. The five rights that get the highest votes are transferred to the handout of the Women's Rights Poster for the participants to take home to their workplace.

## DEBRIEFING THE EXERCISE (15-20 MIN)

Bring the participants back to plenary. Ask them some or all of the following questions.

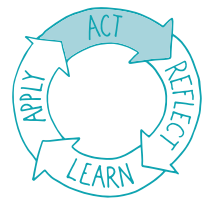
- How did it feel to make the Women's Rights Poster?
- What happened when you discussed the different rights of women?
- Did you agree on the rights? Why – why not?
- Were some rights left out? Why – why not?
- What did you observe during the group work?
- What did you observe during the groups' presentations of their posters?
- How will it be for the staff at your shelter / workplace to know these rights – and be able to see them on a poster on a daily basis?
- How will it be for the women in your workplace to be able to see their rights on a poster on a daily basis?
- How can you use these rights in your daily work? Within the staff group? With the women you work with?
- How will you display / introduce / verbalise women's rights in the future?



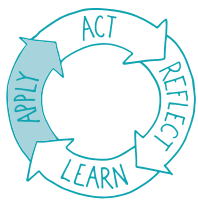
## ENERGIZER: MAKE A SHOUT-OUT FOR WOMEN'S RIGHTS (5-10 MIN)

This is an energizer which will induce new energy, if the participants are a bit tired. But it also creates an activist feeling around the theme of women's rights. You can choose to repeat the shout-out throughout the training, e.g. once every day, as a mid-day energizer or a morning ritual, or even use it to round off the day.

- Divide the participants into two groups. Give each group approximately 3 minutes to prepare their shout-out for women's rights.
- Let both groups perform their shout-out standing in front of the other group. The trainer can choose to write down the shout-outs on a flipchart for the groups to take with them.



If you have time before the sum-up, you can choose to group the participants with their colleagues to reflect and start an implementation plan on how they will work with a rights based approach in their work with women. This should take minimum 45 minutes including short presentations among the groups, for them to receive feedback, inputs and questions from other participants.

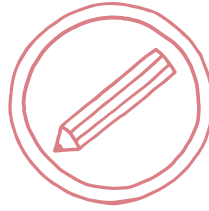


## SUM-UP OF THE SESSION (5-10 MIN)

The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.

Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one or two important points they have learned during this session, and which they want to take with them in their daily work.

Alternatively, you can do the sum-up by asking participants to write the one or two most important learning points they will take with them from this session, on a post-it or coloured piece of paper. Hang them on a wall and read them out loud.



## Women's Rights Squares

Please write one example in each question box.

A women's right?	A country where women's rights are violated?	A document that proclaims women's rights?	A group in your country that wants to deny rights to women?	A country where people are denied their rights because of their gender?
An organization which fights for women's rights?	A film about women's rights?	A singer who sings about women's rights?	A right your mother had / have that you do not?	A country where the women's rights situation has improved recently?
The type of women's rights violation that disturbs you the most?	A book about women's rights?	A right sometimes denied to women?	A right that all women should have?	A right of yours that is respected?

# WOMEN'S RIGHTS POSTER



# CHILDREN'S RIGHTS



## ACTIVITY TYPES

Trainer presentation / group work / plenary discussion / reflection

### SHORT DESCRIPTION

This session introduces The Convention on the Rights of the Child to the daily work of the participants, providing an understanding of the relevance of legal frameworks and a human rights based approach (HRBA), with a specific focus on children.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Describe the main children's rights in accordance with The Convention on the Rights of the Child
- Explain the relation between The Convention on the Rights of the Child and their daily work with children
- Apply children's rights in their own work

### ADVANTAGES

This session has the advantage of working in depth with a convention in order to reach a fuller understanding of fundamental children's rights. By insisting on focusing on children, it emphasizes the importance of seeing and working with children on an individual basis, not only as an extension of their mothers, when they come to the shelter. It furthermore has the advantage of taking the abstract concept of rights and making it very concrete and relevant to the participants' own work. This session can be linked to other sessions on children (please look for the child icon signifying child related content throughout the manual), as well as other sessions in Violence and Rights.



2-5 HOURS



6-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Children's Rights, as well as the generally relevant [background paper on Violence and Rights](#)
- Make the graphic illustrations for the training days, the sessions planned and the flip charts
- Prepare a short presentation of The Convention on the Rights of the Child
- Please notice that this session could vary in length (2-5 hours) depending whether you choose to include the optional exercises. Read them and make your choice before you can know the extent of the session.
- Print the Children's Rights Poster handout – in A3 size paper or bigger if possible

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Large post-its
- Children's Rights Poster template

### Notes to trainer

Be aware of the following during the session.

- If the participants represent a faith-based organisation or if you work in a conservative religious context, it is important to be aware that human rights might be perceived as controversial. Participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA. Please see the background paper on Violence and Rights for more information and advice.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### The Convention on the Rights of the Child:

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

### Status of ratification of the convention worldwide

(select Convention on the Rights of the Child under Treaties):

<http://indicators.ohchr.org/>

### UNICEF material:

Short fact sheet (4 pages) about The Convention on the Rights of the Child:

[https://www.unicef.org/crc/files/Rights\\_overview.pdf](https://www.unicef.org/crc/files/Rights_overview.pdf)

1-page fact sheet on special challenges regarding the human rights of girls:

[https://www.unicef.org/crc/files/Rights\\_of\\_girls.pdf](https://www.unicef.org/crc/files/Rights_of_girls.pdf)

Links to other fact sheets on the Convention on the Rights of the Child:

[https://www.unicef.org/crc/index\\_30228.html](https://www.unicef.org/crc/index_30228.html)

### Film about children's rights in Arabic:

<https://www.youtube.com/watch?v=LZ6UHN1PUv4>

### Film about children's rights in English:

<https://www.youtube.com/watch?v=ml2dYmNCJVQ>

# BACKGROUND PAPER

## CHILDREN'S RIGHTS

### CHILDREN'S RIGHTS

Every child around the world has rights, and they have the right to enjoy the same rights, without any form of discrimination. However, today millions of children, especially girls, are denied their human rights.

One element in empowering children and promoting their rights is to provide information, not only to parents, schoolteachers, doctors, lawyers, shelter workers etc., but also to children themselves. Knowing one's own rights is the first step of empowerment and can also potentially prevent children from violating other people in adulthood.

### THE CONVENTION ON THE RIGHTS OF THE CHILD, 1989

Almost every country in the world has either signed or ratified the Convention on the Rights of the Child. There are 54 articles in the convention, which can be divided into three groups:

1. *Children's right to survival and development*  
The most basic rights, such as food, clothes, medical care, access to school and safety.
2. *Children's right to protection*  
The right to be protected from violence, abuse, exploitation, war and discrimination.
3. *Children's right to participation*  
The right to be heard in matters that may influence the child's life, be able to express opinions and to access associations.

Within The Convention on the Rights of the Child there are several articles that explain implementation measures of the convention. These articles discuss how governments and international organisations should work to ensure that children can enjoy their rights. Furthermore, The Committee on the Rights of the Child monitors the states' implementation of the convention and the optional protocols.

There are three optional protocols to The Convention on the Rights of the Child, which states can choose to sign or ratify. The optional protocols cover 1) The involvement of children in armed conflict, 2) The sale of children, child prostitution and child pornography, and 3) Communications procedures.

When implementing a convention, the state has the following three primary obligations:

1. *Respect*  
The state cannot interfere with individuals' enjoyment of their rights (e.g. building schools too far away from home, so children do not have the possibility to access the schools)
2. *Protect*  
The state must prevent rights violations by others (e.g. by enforcing child protection laws)
3. *Fulfil*  
The state must adopt appropriate legislation, implement policies and allocate resources with the aim of fulfilling rights. Furthermore, they must put in place systems and provide services and assistance for all individuals to be able to enjoy their human rights.

Please see the links below to visit The Convention on the Rights of the Child, or the short fact sheet. Find more relevant links on the session front page.

The Convention on the Rights of the Child

<http://www.ohchr.org/EN/ProfessionalInterest/Pages/CRC.aspx>

Short fact sheet (4 pages) about The Convention on the Rights of the Child

[https://www.unicef.org/crc/files/Rights\\_overview.pdf](https://www.unicef.org/crc/files/Rights_overview.pdf)

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### TRAINER PRESENTATION: THE CONVENTION ON THE RIGHTS OF THE CHILD (15 MIN)

Make a brief presentation of the Convention on the Rights of the Child. You can use the background paper on Children's rights for inspiration.

The presentation should lead up to the rest of the session, providing participants with the knowledge they need for the remaining exercises.



### MORE ON THE CONVENTION – OPTIONAL EXERCISE

If you have time and find it relevant, you can choose to make the exercise called Jigsaw Puzzle where participants become experts in their own part of the convention, and present it to the others. This exercise takes approximately 2 hours, including debriefing questions.

For instructions for the jigsaw puzzle exercise, please see the session titled Conventions.



## EXERCISE: MAKE A CHILDREN'S RIGHTS POSTER FOR YOUR SHELTER (45 MIN)

This exercise will make participants reflect on and discuss which rights they find to be most important for the children they work with. They produce a poster, which they can hang at their workplace, listing the five most important children's rights in that specific shelter.

You can choose to use an example of a Children's Rights posters, for inspiration:

UNICEF's Children's rights poster including all 54 articles:

[https://www.unicef.ca/sites/default/files/2016-11/crc\\_poster\\_en.pdf](https://www.unicef.ca/sites/default/files/2016-11/crc_poster_en.pdf)

Danner shelter Children's Rights poster (page 23 in the English version, page 24 in the Arabic version): [Danner Shelter Guides](#) (scroll down to find the guides)

NB: This exercise can be done in different ways, depending on the participant group. If the whole group represents one shelter, it is important to reach one shared version of the Children's Rights Poster, so it is necessary to include the voting round after the group work. If more than one shelter is represented, seek to make groups accordingly, so colleagues from the same shelter work together in formulating the rights. In this case, voting is irrelevant.

- Divide the participants into groups of 3-4 persons and provide each group with note paper, the Children's Rights Poster handout and markers.
- Provide the groups with 30 minutes to formulate and / or draw five rights they find to be most important for the children they work with. They can either choose rights from the convention or other rights, e.g. the right to have your own private space, or the right to talk about what has happened in the past.
- The groups either write or draw their five rights on the Children's Rights Poster handout and hang it on the wall.
- Ask the groups one by one to present their rights, skipping over rights that have already been mentioned by other groups.  
In case there will be a voting round, the trainer is responsible for noting all unique rights on a new flip chart, which will be used for the voting round.
- OPTIONAL: Each participant is provided with 3 votes. They can choose to vote for three different rights or place all their votes on the same right. The five rights that get the highest votes are transferred to the handout of the Children's Rights Poster for the participants to take home to their workplace.



## DEBRIEFING THE EXERCISE (15-20 MIN)

Bring the participants back to plenary. Ask them some or all of the following questions.

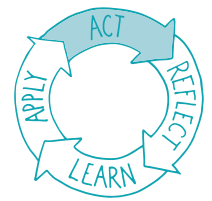
- How did it feel to make the Children's Rights Poster?
- What happened when you discussed the different rights of children?
- Did you agree on the rights? Why – why not?
- Were some rights left out? Why – why not?
- What did you observe during the group work?
- What did you observe during the groups' presentations of their posters?

- How will it be for the staff at your shelter / workplace to know these rights – and be able to see them on a poster on a daily basis?
- How will it be for the children in your workplace to be able to see their rights on a poster on a daily basis?
- How will it be for the mothers to be able to see the rights of their children on a poster on a daily basis?
- How can you use these rights in your daily work? Within the staff group? With the women and children you work with?
- How will you display / introduce / verbalise children's rights in the future?

## ENERGIZER: MAKE A SHOUT-OUT FOR CHILDREN'S RIGHTS (5 MIN)

**This is an energizer which will induce new energy, if the participants are a bit tired. But it also creates an activist feeling around the theme of children's rights. You can choose to repeat the shout-out throughout the training, e.g. once every day, as a mid-day energizer or a morning ritual, or even use it to round off the day.**

- Divide the participants into two groups. Give each group approximately 3 minutes to prepare their shout-out for children's rights.
- Let both groups perform their shout-out standing in front of the other group. The trainer can choose to write down the shout-outs on a flipchart for the groups to take with them.



## SUM-UP OF THE SESSION (5-10 MIN)

**The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.**

Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one or two important points they have learned during this session, and which they want to take with them in their daily work.

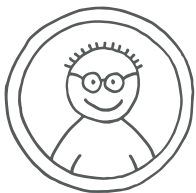


Alternatively, you can do the sum-up by asking participants to write the one or two most important learning points they will take with them from this session, on a post-it or coloured piece of paper. Hang them on a wall and read them out loud.

If you have time before the sum-up, you can choose to group the participants with their colleagues to reflect and start an implementation plan on how they will work with the rights based approach in their work with children. This should take minimum 45 minutes including short presentations among the groups, for them to receive feedback, inputs and questions from other participants.



# CHILDREN'S RIGHTS POSTER



A series of horizontal dotted lines for writing, spanning the width of the page.





# IMPLEMENTING A HRBA

## ACTIVITY TYPES

Pair work / trainer presentation / analysis / discussion and reflection

### SHORT DESCRIPTION

This session is especially targeting staff at shelters or related services, and introduces an incorporation of a human rights based approach (HRBA) in their work. It offers a focus on violence against women, as a women's rights violation, and explores the HRBA concepts of rights holders and duty bearers. The participants will identify women's rights in a convention relevant to their work, and link their own practice to a HRBA, thus practicing their position as rights holders, representing the women and children survivors of violence.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Describe their own role as both rights holders and duty bearers
- Discuss women's experiences of violence within the framework of women's rights violations
- Analyze rights in a chosen convention, relevant to their own work with women survivors of violence

### ADVANTAGES

This session is a very central session for staff at shelters or related services, as it deals with their very role: as duty bearers towards the women and children they assist, but also representing these women and children's rights towards other duty bearers. Thus, this session is recommended as a mandatory session for staff at shelters or related services. It can be linked to other sessions elaborating on and training shelter work skills (mainly found in Working With Violence), but also to other sessions in Violence and Rights, further exploring the HRBA.



2-2 ½ HOURS



6-24 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Implementing a HRBA, as well as the generally relevant [background paper on Violence and Rights](#)
- Make the graphic illustrations for the training days, the sessions planned and the flip charts
- Prepare a presentation on rights holders, duty bearers and women survivors of violence
- Choose a convention for the participants to work with (e.g. CEDAW and General Recommendations 12 and 19, or The Istanbul Convention). Study and familiarize yourself with it. You will find descriptions and links to different conventions in the [background paper on Conventions](#)
- Prepare a handout where you list the 10-15 most important and essential rights from the convention you have chosen, preferably written in a non-legal language. The handout is for the exercise called: Find Women's Rights In A Convention

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Note paper and pens
- The handout you have prepared

### Notes to trainer

Be aware of the following during the session

- Exercises Part 1 and 2 can be done with a focus on children's rights instead of women's rights.
- If the participants represent a faith-based organisation or if you work in a conservative religious context, it is important to be aware that human rights might be perceived as controversial. Participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA. Please see the background paper on Violence and Rights for more information and advice.



## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### People's Action In Practice: ActionAid's Human Rights Based Approach 2.0

<https://www.humanrights.dk/sites/humanrights.dk/files/media/dokumenter/udgivelser/applying-a-rights-based-approach-2007-an-inspirational-guide-for-civil-society.pdf>

# BACKGROUND PAPER

## IMPLEMENTING A HRBA

### RIGHTS HOLDERS AND DUTY BEARERS – UNDERSTANDING THE CONCEPTS

Every human being have the same rights, and they cannot be taken away or given up. This means that every human being is a rights holder. Rights holders are entitled to rights, to claim rights, to hold the duty bearers accountable, and finally, have a responsibility to respect the rights of others.

Any individual, group or institution, who can influence the rights of others is a duty bearer: the state, parliaments, local authorities and justice systems, but also parents, teachers, individuals representing state systems, organisations, etc. Duty bearers can either be primary, secondary or moral duty bearers:

*Primary duty bearers:* The state, parliaments, ministries, local authorities, courts and police. These duty bearers are also called legal duty bearers.

*Secondary duty bearers:* Non-state actors such as; religious authorities, corporations, NGOs employers and individuals.

*Moral duty bearers:* Women's shelters, parents, caregivers, guardians, etc.

### OBLIGATIONS AND RESPONSIBILITIES OF DUTY BEARERS

When a state has signed or ratified a convention, e.g. CEDAW, the state – as the primary duty bearer – has three important obligations that it must act upon, to secure the rights of its people.

*Respect:* Duty bearers cannot interfere with individuals' enjoyment of their rights (e.g. by not acknowledging rape reports to the police, or by punishing women who leave an abusive marriage).

*Protect:* Duty bearers must protect individuals and groups against rights violations (e.g. by building enough secured shelters for women survivors of violence, making laws against violence and prosecuting perpetrators).

*Fulfil:* Duty bearers must take active steps to ensure that people can enjoy their rights. Examples include implementing policies and allocating resources with the aim of fulfilling all rights. Furthermore, they must put in place systems and provide services and assistance for all individuals to be able to enjoy their rights.

## WHO IS WHO IN SHELTER WORK?

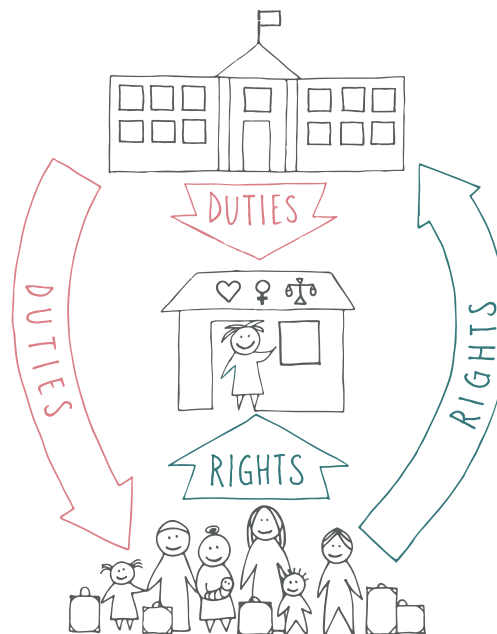
The conditions of shelter work vary from one country or region to another. But below you find a general description of how the roles of rights holder and duty bearer can be assigned.

### The complex role of shelters

The state, as the primary duty bearer, and the shelters and related services as moral duty bearers, have the duty and responsibility to provide security, treatment and care for the rights holders; women and children exposed to domestic violence.

The state has an obligation to establish sufficient, accessible shelters, and provide the shelters with the necessary conditions to fulfil their duty bearer role. Accordingly, the state also has an obligation towards the shelter, making the shelter a rights holder in this relationship.

The shelters, in turn, are duty bearers, responsible for the women and children entering the shelter, providing security, food, rest and rehabilitation. The individual shelter worker, being the personalized service offered by the shelter, has an obligation, in her practice and everyday work, to provide these rights for the rights holders – the women and children. As a moral duty bearer, the shelter and its staff also have the duty to provide information to the shelter residents, the rights holders, about their rights, their possibilities, and any other important information regarding any aspect of their life.



**In conclusion, shelters (including shelter workers) are duty bearers towards women and children. But shelters also hold the role of rights holder towards the state, courts and relevant institutions – on behalf of the women and children they represent and assist.**

## NOT A VICTIM, NOT A FILE, NOT A CASE, NOT A BENEFICIARY – SHE IS A SURVIVOR!

### Words shape reality

Put simply, words matter. They shape reality. And therefore shelter residents should be referred to – and thereby thought of – as survivors. Other terms such as cases, files, victims and beneficiaries, which are unfortunately all very common, indicate weakness, passivity and have a dehumanizing effect. A survivor, on the other hand, is a strong and autonomous person with a past, a present and not least a future. And she is someone who has rights to claim.

The mentioned unfortunate terms are often used within a charity based approach to social work. While this approach is built on a genuine will to help people in need, it fails to acknowledge the needy as rights holders, who are equal in rights and dignity to all other people. Instead their lives are placed in the hands of those charitable enough to cover their needs. This approach renders them passive and weak, regardless of the good intentions. In their daily work with women survivors of violence, practitioners and human rights advocates have pointed to the limitations in outcomes and benefits of treating women as victims and of focusing on their needs rather than their rights. Actually, focusing on women's needs enhances their poverty, discrimination and exclusion. More than that, it narrows the chances of creating an enabling environment, which allows for the enjoyment of their human rights, their empowerment and autonomy.

### Implementing HRBA in shelter work

To secure a HRBA in women's shelter work, we have to always navigate by a few guiding principles:

- *Trust the woman's capacities*  
Praise her achievements, e.g. that she was able to take steps to protect herself and her children, including coming to the shelter to ask for help. Know that her capacities are key to the empowerment, which she will experience, if given the right support.
- *Respect her human dignity*  
Value and complement her for choosing her life path, and respect her ability to find solutions, which will fit her.
- *Support her*  
Guide and assist her, but avoid making decisions for her. Always respect her right to make decisions regarding her own life. Also when you might disagree – in that case you can share your worries, but you should never disrespect her right to decide for herself.

Experience in dealing with women survivors of violence from a charity based perspective has shown that it can be difficult to create a balanced relationship between survivors and professionals. If there is a lack of understanding of roles, duties and expectations, the two can end up spending their time and energy on conflicts and conflict management, hindering a fruitful cooperation to improve the woman's situation, and ultimately changing her life for the better.

For the professionals themselves, if unaware of their complex roles as both rights holders and duty bearers, they might fail to fulfil their duties as care providers, but also miss the opportunity to claim their own rights to empowerment and qualification on a regular and sustainable basis.



# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### PAY ATTENTION TO THE WORDS

Throughout this session (and the training in general), pay attention to the participants' way of referring to the women and children exposed to violence. Gently challenge them and spark reflection if there is a tendency to think and talk about women and children in a non-rights based manner. As stated in the background paper on Implementing a HRBA, words shape reality, and the training setting is a good place to start practicing a terminology, which reflects a rights based approach in the daily work of the participants.

### TRAINER PRESENTATION: RIGHTS HOLDERS, DUTY BEARERS AND WOMEN SURVIVORS OF VIOLENCE (10-20 MIN)

Make a brief presentation, where you:

Introduce the participants to the concepts of rights holder and duty bearer, and emphasize the importance of the complex role held by shelters and related services – as being both duty bearers and rights holders. You can use Handout 1: The Complex Role of Shelters, if you find it useful to help along the understanding.

Also, introduce different terms, which are used to refer to women and children exposed to





violence (a case, a file, a victim, a survivor, etc.) – and make sure to include the participants in a quick brainstorm on terms they know and / or use themselves. Write the terms on a flip chart. Based on these words, explain how they each signify different understandings and approaches. Depending on the context, you might want to avoid using terms like human rights based and charity based, but the important part is to start a reflection on the participants' own thinking and subsequent practice.

See the background paper on Implementing a HRBA for inspiration.



## EXERCISE: ADVANTAGES AND WEAKNESSES OF THE HRBA (30-40 MIN)

**This exercise explores the HRBA, highlighting its advantages and investigating its possible weaknesses.**

- Distribute Handout 2: A human rights based vs a charity based approach. One copy for each participant.
- Give the participants 5-10 minutes to work individually, and in silence, answering the following two questions:
  1. In your opinion, what are the three most important arguments for working human rights based, when working with survivors of violence? List them in a prioritized order, and be ready to explain your choice and prioritization of arguments.
  2. In your opinion, which HRBA argument is the weakest, when working with survivors of violence?
- Have a plenary discussion, taking one question at a time. Invite participants to share their answers, challenge each other and debate around advantages and weaknesses of the HRBA.



## ALTERNATIVE EXERCISE: DRAW STATEMENTS AND ARGUE IN FAVOR OF A HRBA (10-15 MIN)

**If time is limited, this exercise can replace the former. The following debriefing can be used for both exercises.**

- Ask participants to form pairs or small groups of 3-4 people.
- Cut out the statements of the charity based approach from Handout 2, one set of statements for each group. Place them on the table upside down.
- One by one, the participants draw a charity based approach statement, and argues why the HRBA is a better approach to working with survivors of violence.



## DEBRIEFING THE EXERCISE (15-20 MIN)

**Have a plenary discussion, using some or all of the following questions:**

- What happened during this exercise? Why?
- How did it feel to do this exercise?
- Did you find it difficult or easy to argue for a HRBA? Why?
- Did you find it difficult or easy to point out weaknesses in the HRBA? Why?
- Was there anything in particular that you noticed during this exercise?
- Did you learn something new from listening to the other participants' arguments?
- How can you use this new knowledge?

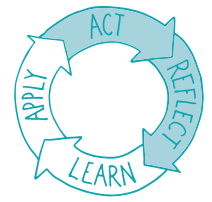
## EXERCISE PART 1: RIGHTS VIOLATIONS (30 MIN)

The purpose of this exercise is to talk and think about violence against women as rights violations.

**NB! This exercise (part 1 and 2) can also be done, focusing on children survivors' cases and children's rights.**

The participants should not be informed of all the steps of the exercise beforehand, but should be guided through the exercise, step by step.

- Instruct the participants to take 5-10 minutes to sit in silence, and think about a woman or a child survivor of violence that they have worked with. Tell them to write notes on a post-it about the story and situation of the woman or child. Emphasize the importance of anonymizing the woman in their notes and when sharing her story.
- Ask the participants to form pairs with their immediate neighbour, and each take 5 minutes to share the woman or child's story and situation with the other. Keep track of time, and let the pairs know when it is time to move on to the second story.
- After they have shared their stories, the pairs should interview each other, using the following questions:
  - Which rights violations did the woman or child survive?
  - Did the woman or the child survive more than one rights violation?



## DEBRIEFING THE EXERCISE (20 MIN)

Have a plenary discussion based on some or all of the following questions:

- How did it feel to talk about the woman's story, and the rights violations she has survived?
- Why did you choose this specific woman's story?
- Was it difficult to share the story? Why? Why not?
- Did you find it challenging or easy to identify the rights violations she survived? Why?
- How was it to listen to the other account of a violence survivor's story?
- Did you learn something new from listening to each other's stories and identification of rights violations?
- Have all the women, you have met through your work, survived one or more rights violations?
- Do you normally think of women's experiences with violence as rights violations?
- Do you normally talk to the women about their experiences as rights violations?
- How would it affect your work if you always identified specific rights violations in the women's stories?
- How would it be for the women you work with if you talked about the violence as rights violations?
- Is there anything you want to do differently when you return to work?





## EXERCISE PART 2: FIND RIGHTS IN A CONVENTION (40-60 MIN)

Briefly introduce the convention you have chosen, and argue why it is relevant. Depending on how familiar the participants are with the HRBA and specific conventions, you can choose to spend more or less time on this part.

- Ask the participants to form the same pairs again.
- Distribute the copies of the handout you have prepared with the most essential rights in the convention.
- Inform the pairs that they have 20 minutes to analyze, discuss and write down which rights violations the women of their stories have survived, according to what they find in the convention. They should work together in analyzing both of their cases.
- Ask all participants to form a circle, and let each participant share her case story as briefly as possible to the other participants, e.g. *"I once assisted a woman, who had survived (type of violence), and thereby the rights violations she had survived was (type of rights violation)"*.
- End the exercise by thanking the participants for sharing the stories.



## DEBRIEFING THE EXERCISE (20 MIN)

Have a plenary discussion based on some or all of the following questions:

- How did it feel to use the convention actively, analyzing the case story?
- Was it difficult or easy to find the rights violations relevant to the woman's story in the convention?
- How did it feel to identify the rights in the convention, related to the woman you know?
- Was there anything that surprised you in this exercise?
- As a pair, did you agree or disagree when looking for the relevant women's rights in the convention?
- What is the main learning point that you take with you from this exercise?
- Can you use what you have learned from this exercise in your daily work? How?



## SUM-UP OF THE SESSION (5-20 MIN)

The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.

Depending on how much time you have available, there are many ways to sum up or recap the learning points of a session. Below you find two small exercises, one requiring a bit more time than the other. Choose the one that fits best.

Many more types of exercises are available in the [Daily Recaps and Evaluations](#) toolbox.

### **Two Questions (15-20 min)**

Ask the participants the following two questions (write them on a board or flip chart)

1. What do you take with you from this session / today's program as a valuable learning point (a new concept you learned, a discussion, a reflection)?
  2. Which part of this session / today's material do you still not grasp fully, struggle with, or find challenging?
- Give them a couple of minutes to think and / or write down key words.
  - Invite all participants to share, one at a time. Either take rounds, talking about one question at a time, or have all participants come and stand around the board writing key words from their reflections on the board / flip chart paper while sharing their reflections.

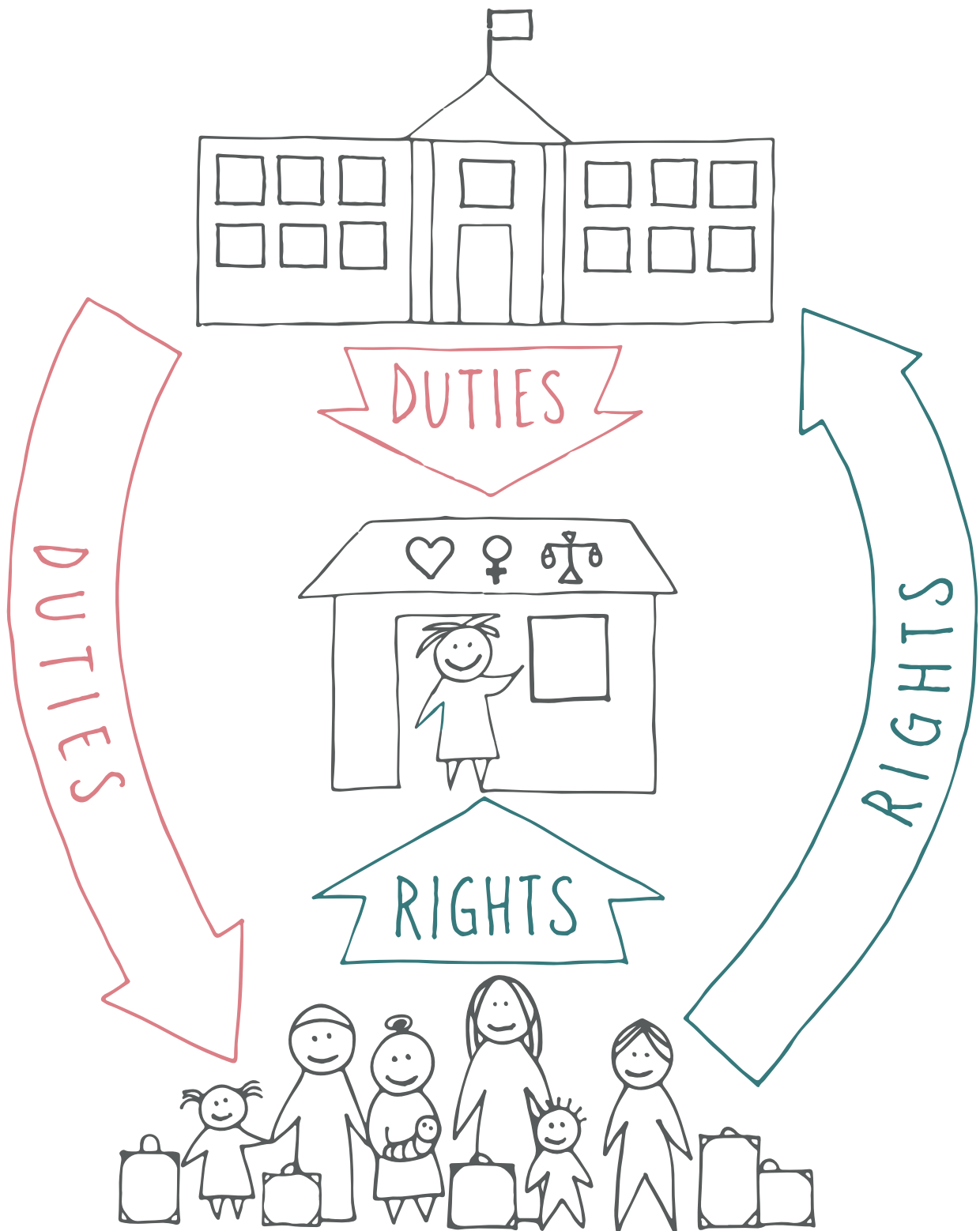
You can also share something yourself – trainers also learn something new every day. This way the participants can feel encouraged to share their challenges.

After both sharing rounds you can gently comment on or explain those thoughts that participants are still struggling with.

### **Toss the Ball (5-10 min)**

Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one or two important points they have learned during this session, and which they want to take with them in their daily work.





## A Human Rights Based Approach vs a Charity Based Approach

This chart lists some of the differences between a human rights based approach and a charity based approach. You can either use it as a reminder in your everyday work or use it for exercises. Different exercise types are suggested in the session text.



HUMAN RIGHTS BASED APPROACH	CHARITY BASED APPROACH
Public, political, legal and moral responsibility and duty	Typically private actors
The State has binding moral and legal responsibility	Nobody is ultimately responsible
People have rights	People in need deserve help
Individuals can actively claim their rights	Individuals are passive recipients of charity
Analysis of root causes → Sustainable change	Treatment of symptoms
Overall power relations are addressed – to the benefit of women at large	Some individuals receive help – but general conditions remain
Human rights are indivisible: all are equally important	Some needs are more important than others
Human rights are universal: apply equally to all individuals	Social, religious and cultural specificities affect the opportunities of individuals
Individuals have the right to participate in decisions which affect them	Individuals in need should be grateful to receive charity
Shelters provide protection, care and assistance – and empower its residents	Shelters provide protection, care and assistance

# DEFINING VIOLENCE

## VAW AND GBV

### ACTIVITY TYPES

Bus stop brainstorm / trainer presentation / discussion and reflection

#### SHORT DESCRIPTION

This session provides an introduction to the two concepts Violence Against Women (VAW) and Gender Based Violence (GBV). Through defining the two concepts separately, the participants get to know the differences and overlaps, and learn how to use the terms strategically.

#### LEARNING OBJECTIVES

After the session the participants will be able to

- Differentiate between and account for the concepts VAW and GBV
- Use the terms strategically in their daily work

#### ADVANTAGES

This session investigates the two terms VAW and GBV, which are often used interchangeably, and participants reach a common and mutual understanding of them. This knowledge can be applied strategically e.g. when pushing for political or legal changes. The session raises a debate on a structural level. As such, it can be used to discuss violence on a personal level with societal structures. It links well to other sessions in Violence and Rights, but also to the theme Understanding Violence, which includes sessions of general relevance to all types of participants, whether working directly with violence survivors or not.



1½-2 HOURS



6-20 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Defining Violence VAW and GBV, as well as the generally relevant [background paper on Violence and Rights](#)
- Make the graphic illustrations for the training days, the sessions planned and the flip charts.

### Materials

- Flip chart paper
- Markers
- Post-its in different colors
- Sticky tack

### Notes to trainer

Be aware of the following during the session

- Have key words ready for the bus stop exercise in case the groups are struggling to come up with any.
- Have a strong focus on creating a common understanding of and a common vocabulary for the two concepts.
- If participants are not familiar with one or the other concept, you may choose to conduct the presentation of the two concepts before the brainstorming exercise.
- For some participants, the notion of gender is not quite understood or accepted. And so some participants may not want to embrace the term, because of the view that any flexibility in norms related to sex and gender will cause destruction of the social fabric. Some participants may simply be of the opinion that accepting gender as a social construct is the same as recognizing homosexuality, which in some societies is either considered a taboo or even a sin.
- The session can be extended by adding group work on how to strategically implement the use of the two concepts in the daily work of the participants / organizations. In this case, add extra time.
- If the participants represent a faith-based organisation or if you work in a conservative religious context, it is important to be aware that human rights might be perceived as controversial. Participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA. Please see the background paper on Violence and Rights for more information and advice.

# BACKGROUND PAPER

## DEFINING VIOLENCE

### VAW AND GBV

VAW (Violence Against Women) and GBV (Gender Based Violence) as terms can both be seen as supplementing and overlapping in meaning and definition. As such both concepts are often used interchangeably, notably among donors and policy makers. This necessitates conceptualization of the two terms: The purpose is to assure that participants can use the two concepts strategically.

## DEFINITIONS

### Gender Based Violence

GBV has become an umbrella term for any harm that is perpetrated against a person's will, and that results from power inequalities that are based on gender roles.

GBV can be understood as covering violence against women, men, girls, boys and sexual minorities or those with gender-nonconforming identities. Most GBV is perpetrated by men against women, but GBV also includes cases where men become targets of physical or verbal attacks for deviating from predominant concepts of masculinity, for example homosexuality or being exposed to domestic violence – by partners or children.

### Violence Against Women

VAW can be understood as one type of GBV. The UN defines VAW as any act of GBV that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life<sup>1</sup>. This type of violence is gender based, meaning that the acts of violence are committed against women expressly because they are women.

The Council of Europe stipulates that VAW includes, but is not limited to, the following:

- *Violence occurring in the family or domestic unit, including, inter alia, physical and mental aggression, emotional and psychological abuse, rape and sexual abuse, incest, rape between spouses, regular or occasional partners and cohabitants, crimes*

<sup>1</sup>General Assembly Resolution 48/104 Declaration on the Elimination of Violence against Women, 1993.

*committed in the name of honour, female genital and sexual mutilation and other traditional practices harmful to women, such as forced marriages.*

- *Violence occurring within the general community, including, inter alia, rape, sexual abuse, sexual harassment and intimidation at work, in institutions or elsewhere, trafficking in women for the purposes of sexual exploitation and economic exploitation and sex tourism.*
- *Violence perpetrated or condoned by the state or its officials.*
- *Violation of the human rights of women in situations of armed conflict, in particular the taking of hostages, forced displacement, systematic rape, sexual slavery, forced pregnancy, and trafficking for the purposes of sexual exploitation and economic exploitation.*

## CHALLENGES IN CONCEPTUALIZING AND DIFFERENTIATING BETWEEN GBV AND VAW

There can be disagreement as to whether the term gender, as used in Gender Based Violence, only refers to women, or if it neutralizes gender and hence diminishes the understanding that GBV primarily targets women. If applying the term GBV consistently there is a risk of gender neutralization of violence, which ultimately may lead to less focus on Violence Against Women as the main and most severe problem.

Whereas the definition VAW, as being gender based, are seen by some to be problematic, because it is based on a feminist understanding that society is patriarchal, signifying unequal relations between men and women. If not agreeing on this analysis of society and power, the term can be provocative or even irrelevant.

## AN EXAMPLE OF THE USE OF THE TERMS

The UN Women explains the two concepts as follows on their site [End VAW Now](#)

*Violence against women and girls is one of the most systematic and widespread human rights violations. It is rooted in gendered social structures rather than individual and random acts; it cuts across age, socio-economic, educational and geographic boundaries; affects all societies; and is a major obstacle to ending gender inequality and discrimination globally<sup>2</sup>. The terms GBV and VAW are frequently used interchangeably in literature and by advocates, however, the term GBV refers to violence directed against a person because of his or her gender and expectations of his or her role in a society or culture. GBV highlights the gender dimension of these types of acts; in other words, the relationship between females' subordinate status in society and their increased vulnerability to violence. It is important to note, however, that men and boys may also be victims of GBV, especially sexual violence. Given the disproportionate numbers of women and girls that experience violence, the focus of this site is on women and girls, and therefore the term VAW will be used throughout this site. In conflict / post-conflict and emergency settings, the term Sexual and Gender Based Violence (SGBV) is commonly used. Sexual violence in these settings is also largely perpetrated against women and girls. Throughout the site, unless specified differently, the term women refers to females of all ages, including girls.*

<sup>2</sup>UN General Assembly, 2006.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so they can easily be revisited during and at the end of the session. Remember: Visual aids enhance the learning process.

### BUS STOP EXERCISE: BRAINSTORM ON THE DEFINITIONS OF VAW AND GBV (20-40 MIN)

A bus stop exercise is a brainstorming exercise where participants move from topic to topic, as they physically move around the room. Just like a bus goes from one bus stop to the next.

NB: Consider whether the brainstorm should be on GBV and VAW in general – or limited to the context of domestic violence only. Instruct the participants before starting the brainstorm.

Divide participants into two or four groups (an even number) depending on how many they are (3-5 participants in each group). The groups should spread out in the room.

- Hand out a piece of flip chart paper, markers and different colours of post-its to each group (e.g. green post-its to one group and yellow post-its another group).
- Ask half of the groups to write GBV in the middle of their flip chart paper and ask the other half to write VAW – so that each group works on one concept at a time.
- Instruct the participants to come up with as many key words and key sentences related to their concept as they can. Write them on post-its and place them on the flip chart.
- The trainer decides how many minutes the busses (groups) get to spend at the different stops. When time is up, tell the groups that the bus is now leaving for the next stop. The groups will now move to the other flip chart: If group 1 have brainstormed



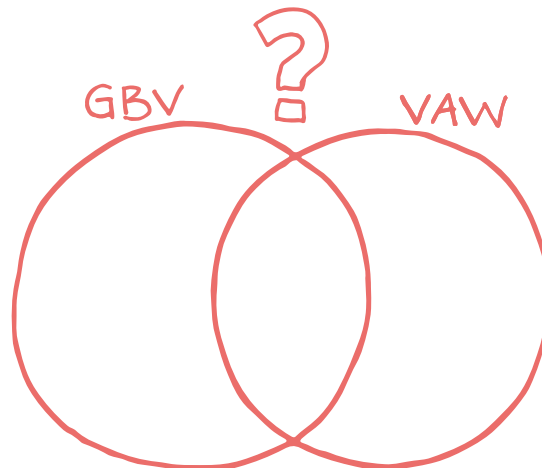
on the concept of GBV, they now move to the flip chart of group 2, who started by brainstorming on VAW.

- Before you start the participants on the second round of brainstorm, ask them to take a look at the key words and sentences written down by the previous group. Perhaps they can get inspired by the statements, develop them, or generate new thoughts and ideas.
- Start the second round. Give the participants the same amount of time as they had in the first round.



### SUM-UP AND CATEGORIZATION OF THE BUS STOP EXERCISE: VENN DIAGRAM (15 MIN)

Draw a large Venn Diagram (two large overlapping circles) on the flip chart. Make sure the middle, overlapping area is quite large, as many of the post-its most probably will be placed in this area. Name one circle GBV and the other circle VAW. Put a question mark above the overlapping area.



- Ask the groups to look at all the key words of the concept they last worked with (GBV or VAW) and pick the four or five most telling key words for that concept. Also ask them to identify the words that are difficult to place in one of the two concepts, or that seem to fit in both categories.
- Invite one group at a time to place their key words in the Venn Diagram where they think they should be categorized. The key words that they have identified as difficult to place or that seem to fit in both concepts, should be placed in the overlapping area.



### DEBRIEFING THE EXERCISE (20-30 MIN)

Debrief the exercise in plenary, using some or all of the following questions. Make sure all participants can see the Venn Diagram with the post-its.

- First VAW and then GBV: What characterizes the words in the circles?
- Did you disagree in your group when categorizing the key words?
- Do you agree on the defining key words of the two concepts? If not, why not?
- What kind of key words are placed in the overlapping area, marked with a question mark?

- Do we need this overlapping area – or are we just not aware of what defines the two concepts?
- Did anything surprise you about doing this exercise?
- Was it challenging to distinguish between the two concepts?
- Why do we need two different concepts?
- How can we use the two concepts in our daily work?

## TRAINER PRESENTATION ON VAW AND GBV (10 MIN)

**Use the participants' Venn Diagram as a starting point for a short presentation where you fill in the gaps on the differences and similarities between VAW and GBV.**

You can choose to draw GBV as an umbrella over VAW. Explain that the concepts of VAW and GBV can both be seen as supplementing and overlapping in meaning and definition. Therefore, both concepts are often used interchangeably, notably among donors and policy makers. It is however important that you can conceptualize the two terms and distinguish between them, so you can use the two concepts strategically when and where best fitting. Give examples.

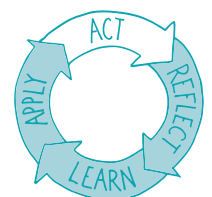
You can use the background paper on Defining Violence VAW and GBV to inspire your presentation.



## SUM-UP OF THE SESSION (15 MIN)

**The purpose of a sum-up is to extract the most important learning points from the whole session.**

- Tell the participants that you will now round-off the entire session. Tell them to take 5 minutes each to reflect upon one or more of the questions below. Tell them to write down their thoughts and ideas on large post-its with a marker.
- Write the following questions on a flip chart:
  - Why is it important to differentiate between VAW and GBV?
  - How can you use the two concepts of VAW and GBV in your everyday work?
  - Which situations in your everyday work will you handle differently?
- Ask the participants to pair up two and two. The pairs spend 5 minutes sharing their thoughts and ideas, and commenting on each other's ideas.
- In plenary, ask the participants to read out loud what they wrote on their paper and place it on one shared flip chart.



The last part of this session can be extended to in-depth group work, where participants from the same organization / department can make action plans for the strategic implementation of the two concepts in their work. This will most likely be more relevant for staff who work with e.g. communication or strategy than for shelter staff.



# ADVOCATING FOR WOMEN'S RIGHTS

## ACTIVITY TYPES

Trainer presentation / drawing exercise / brainstorm and decision making / group work / presentations / reflection

Please note that this session can also be used to focus on children's rights, using the same exercises exactly.



## SHORT DESCRIPTION

This session introduces the participants to advocacy and awareness raising, on a practical level which can be applied directly in their daily work. In this session, the participants must draw themselves as advocates for women's rights, reflecting on their own role and tools to use in this work. Then, they brainstorm on a theme to advocate for during the next year. They work in depth with their chosen advocacy theme and apply two different analysis methods to map stakeholders and to analyze the changes they would like to create.

## LEARNING OBJECTIVES

After the session the participants will be able to

- Identify themes in their daily work which are suitable for awareness raising and advocacy
- Apply specific methods to 1) Map stakeholders, and 2) Analyze desired changes
- Embark on advocacy work based on their daily contact with violence survivors

## ADVANTAGES

This session develops the participants' analytical skills, introducing specific and easily applicable tools. As such, it is designed to lay the ground for a continued focus on advocacy. A basic and important aspect in advocacy work is to gather data systematically. This session links well to the session titled Admission to the Shelter, which includes a tool to collect data on shelter residents, which can be used in advocacy work.



3½-6 HOURS



6-24 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Advocating for Women's Rights, as well as the generally relevant [background paper on Violence and Rights](#)
- Make the graphic illustrations for the training days, the sessions planned and the flip charts.
- Prepare a presentation on advocacy work and women's rights.
- Print handouts.
- Depending on the composition of the group (representing one or more shelters / organisations), you need to carefully plan how to facilitate this session. Please see more in the session text under Adjust the Exercise to the Participant Group.

## Materials

- Flip chart paper
- A4 paper for each participant
- Markers in different colors
- Sticky tack
- Handout: Tools for Advocacy

## Notes to trainer

Be aware of the following during the session

- In addition to the handout Tools for Advocacy, the background paper on Advocating for Women's Rights can also be used as a handout for the participants, as it includes various methods and tools for working with advocacy. As such, the participants can take it with them and use it for inspiration in their continued advocacy work.
- If the participants represent a faith-based organisation or if you work in a conservative religious context, it is important to be aware that human rights might be perceived as controversial. Participants may have standpoints and beliefs that challenge your own or your organisation's views. Try to listen and understand where they come from, and engage in respectful dialogue without compromising the HRBA. Please see the background paper on Violence and Rights for more information and advice.

## MORE INFORMATION

The following link to further reading can also be shared with participants, if relevant

### Comprehensive toolkit on advocacy

(by WomenDeliver and Partnership for Maternal, Newborn and Child Health):

<http://womendeliver.org/2017/advocating-change-adolescents-toolkit/>

### Dianova article: How to Advocate for Women's Rights:

<https://www.dianova.ngo/advocacy-articles/how-to-advocate-for-womens-rights/>

# BACKGROUND PAPER

## ADVOCATING FOR WOMEN'S RIGHTS

“Advocacy work is too frequently slow-paced in results – it requires as much patience as determination. Still, as one once said, “advocating for what you believe in is crucial. If you don’t ask for it, people will assume you don’t need it.” So keep calm and advocate on.”<sup>1</sup>

### WHAT IS ADVOCACY?

**In brief, advocacy is a set of organised activities that are designed to influence actions, practices and policies of others, in order to achieve change.**

Advocacy work conducted by an organisation or a women’s shelter for survivors of violence, is based on the organisation’s visions, values and strategies. When working with a HRBA, the primary focus is on human rights, or even more specifically, women and children’s rights. The focus is also on women’s empowerment to be able to claim and fully enjoy their human rights, without discrimination.

Advocacy activities can range from small to large scale, and have a short or long-term perspective. Examples include:

- Strategic use of social media (Facebook, Instagram, Twitter, etc.) to publish, show and demonstrate the cause you are working for, and which goals or changes you are advocating for
- Newspaper articles, blog posts, homepage updates
- Collaboration with relevant partners, building alliances with e.g. other NGOs, shelters and relevant duty bearers

<sup>1</sup>Saionara König-Reis in “How to Advocate for Women’s Rights: <https://www.dianova.ngo/advocacy-articles/how-to-advocate-for-womens-rights/>

## METHODS AND TOOLS TO STRENGTHEN ADVOCACY WORK

It is crucial to collect or have access to reliable data, when doing advocacy work. When working evidence based, you can build strong arguments. Here are two examples of evidence based work.

### Systematically collecting data on women survivors of violence

Example 1:

A shelter or counselling service can systematically collect data on every woman that either live in the shelter, or is provided with counselling. The data should be collected from one of the first meetings with the woman. Examples of data: age, residence status, number of children, how long she has been exposed to violence, the relation to the perpetrator (spouse, ex-partner, father, other family member, etc.), types of violence she has survived (physical, psychological, sexual, socio-economic), etc.

Example 2:

A shelter or counselling service can systematically document developments in the residents' health status (mental and physical) while living at the shelter, or while being provided with ongoing counselling. E.g. every month the woman fills in the same questionnaire. In this way the shelter can document the effect of its services.

### Registering rights violations in a Rights Violation Bank

Women's shelters have a lot of information and knowledge about their target group – the women and children survivors of violence, and the rights violations they experience. A possible method for storing and tracking this knowledge, is to systematically collect data on the rights violations of women / children living at the shelter or provided with counselling. Every rights violation is systematically registered in the Rights Violation Bank, and over time this body of data will be a very powerful tool in advocacy work.

### From data to advocacy

If women's shelters work systematically to document their work (the cases of women and children survivors of violence, rights violations, etc.) the possibilities are multiple:

- Provide an overview of rights violations, mental and physical consequences of violence, the effect of professional treatment of survivors and their children, etc.
- Show patterns of consequences of violence or of rights violations
- Documentation of the actual state of rights violations

All are very relevant in advocacy work, and can be used to break taboos, counter misperceptions, raise awareness – and ultimately contribute to sustainable changes to the benefit of women and children at large.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### TRAINER PRESENTATION: WHAT IS ADVOCACY AND HOW CAN WE USE IT? (10-15 MIN)

Make a short presentation, where you introduce advocacy on a practical level. You can use your own experiences, Youtube clips, ask the participants to share their own experiences or examples they find particularly powerful – or find inspiration in the background paper on Advocating for Women's Rights.



### DRAWING EXERCISE: DRAW YOURSELF AS AN ADVOCATE FOR WOMEN'S RIGHTS (15 MIN)

This exercise will make the participants reflect on their own capacity as women's rights advocates. They should draw themselves as the advocate they would like to be, or maybe already is, that is the ideal picture they have of a women's rights advocate.

- Distribute A4 papers and markers in different colors among the participants.
- Tell the participants that they have 10 minutes to draw themselves advocating for women's rights or to end violence against women. They should draw how they would like to be as an advocate. If they are not very active advocates, inspire them to also draw elements from their current work, which has potential to be transformed into good advocacy work (e.g. knowledge or solidarity).



- Make sure to emphasize that it does not matter how well they draw. The point is not to produce an artful masterpiece, but rather an expression of how they see themselves advocating.
- Hang the drawings on the wall.



## DEBRIEFING THE EXERCISE (10 MIN)

Shortly debrief the drawing exercise, using some or all of the following questions:

- Did you find it difficult or easy to make the drawing?
- Does your drawing reflect reality: Are you currently an active advocate for women's rights or are you not so engaged in advocacy?
- How did it feel to draw yourself as an advocating or demonstrating person?
- What happened during the exercise?
- Was there anything in particular that you became aware of when making your drawing?

### ADJUST THE EXERCISES TO THE PARTICIPANT GROUP

Please note that the following instructions are made for participant groups from the same workplace, who will choose and work on one advocacy theme. If the participants represent different workplaces, it is preferable to group the ones representing the same shelter or organization. The below described process should take place in each group.

Carefully think through the whole session, and adjust exercises to fit the composition of the group. E.g. for the categorization exercise: If you have groups representing different workplaces, assign one member from each group with the task of facilitating the categorization and decision making process. For the analyses exercise: Each group should perform both exercises, so you either need to divide the groups into two (if there are enough participants), or add more time, so every group can make both exercises subsequently.



## BRAINSTORM AND DECISION MAKING EXERCISE: CHOOSING AN ADVOCACY THEME FOR YOUR SHELTER / ORGANISATION (40 MIN)

In this exercise, the participants have to brainstorm on a common theme they want to focus on, raise awareness about and advocate for, during the coming year.

Tell the participants that you will now have a brainstorm on a common advocacy theme, which the shelter or organization could have as an area of focus for the coming year, and which they can work on, communicate about, raise awareness about and advocate for. It could be themes based on a rights violation the participants encounter in their work, a taboo they want to break, conditions or structures they want to influence, or something else. Briefly introduce the brainstorm guidelines, and make sure to remind participants of them during the brainstorm, if needed. You can choose to write them on a flipchart, if you find it relevant.

### BRAINSTORM GUIDELINES

- Do not judge or comment on any input
- Produce as many ideas as possible
- All ideas are accepted – grand and unrealistic ideas help inspire creativity and imagination
- Everyone should be included in the brainstorm

- Make groups of 3-6 participants.
- Give the participants 10 minutes to come up with all their ideas, and write them clearly on post-its, one idea per post-it.
- Place the post-its on a flipchart paper for everyone to see.

When you have gathered all ideas, facilitate a categorization process with the participants to gain an overview. Start the process by first taking a look at all the ideas, choose one of the easiest ideas, and ask the participants which headline or overall theme it could fall under. Work through all ideas one by one, placing them under an existing headline or formulate a new headline for it until all ideas have been categorized. Aim for as low a number of headlines / themes as possible.

- Give each participant three votes. They can choose to put all votes on one idea, or distribute their votes among the 2-3 ideas they find to be most important.
- Participants vote by making dots on the flipchart, next to the headlines.
- If you have time, and find it relevant, you can choose to start a discussion about the three ideas that received most votes, or simply choose the one with the most votes as the winner.

**NB: Now can be a good time to make a short break and start with an energizer when resuming the session. Both the brainstorm / categorization exercise and the following analysis exercise requires a lot of focus and concentration, so it can be very helpful to boost the energy before moving on.**

## GROUP WORK AND SHORT PRESENTATIONS: STAKEHOLDER ANALYSIS AND DESIRED CHANGES (1-1½ HOUR)

### HANDOUTS AND MORE EXERCISES

Please note that the Handout Tools for Advocacy also include instructions on how to develop Goals and Objectives for advocacy work, as well as detailed instructions for the Stakeholder Analysis and Desired Changes. Depending on the needs of the participants and the time available, you can use one or more tools. In all cases, you can distribute the handout to the participants, so they can continue developing their advocacy work after the training. You can also distribute the background paper on Advocating for Women's Rights, which includes specific ideas for how to do advocacy work for women's rights.



**In this exercise, the participants will work on the theme they chose in the brainstorming exercise. They will now apply two different analysis methods to work more in depth with their advocacy theme: Stakeholder Analysis and Desired Changes. See more details in the handout Tools for Advocacy, and distribute it to the participants.**

Divide the participants into two main groups, and assign one task to each group:

1. The first group will work on a stakeholder analysis to map the different actors and duty bearers that they need to keep in mind when working on their theme.
2. The second group will work on another analysis formulating desired changes, called Expect to See, Like to See, Love to See.

**NB: If there are more than 15 participants, you can make four groups with approximately 4-6 persons in each group: Two groups will work on the stakeholder analysis, and the two last groups will work with desired changes.**

- Distribute the handouts and introduce the two methods. Make sure everyone has understood their tasks. Inform them that they will have to make a short presentation of their work.
- Provide each group with a large piece of paper and markers and give them 30 minutes to work on their analysis.
- Gather the participants in plenary.
- The group(s) who has worked on the stakeholder analysis first presents their analysis, followed by the group(s) who has worked on the Expect to See, Like to See, Love to See.
- Allow time for participants to ask questions to the groups presenting.



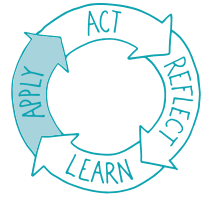
## DEBRIEFING THE GROUP WORK AND THE PRESENTATIONS (20-30 MIN)

**Have a plenary discussion, using some or all of the following questions to focus on what the participants have gained from the analysis exercises and presentations, and how they might use this experience to continue the advocacy activities after the training.**

- How did it feel to do the analysis exercises?
- Was it difficult or easy to make the analysis? Why?
- Was there anything in particular that you noticed during the analysis?
- Was there anything that surprised you?
- Did you disagree on the analysis within your group? If so, how did you tackle the disagreement?
- Did you agree on the analysis within your group? If so, how did you reach that agreement?
- What was the most important learning outcome from this exercise?
- Can you use this type of exercise in your work? In which way?
- Do you feel ready to continue your specific advocacy activity – or other advocacy work – when you return to work?  
If no, why not? And what is your concern or obstacle?  
If yes, what will be your first step?

## PLANNING: NEXT STEPS AND DIVISION OF RESPONSIBILITIES (10-15 MIN)

Before the final sum-up, allow time for the participants to gather in their groups and make simple action plans for how to continue their advocacy activities when they return to work. Their action plans should clearly define immediate next steps and a specific person should be assigned the responsibility for following up on each step.



## SUM-UP OF THE SESSION: REVISITING THE DRAWINGS AND CHECK OUT (10-15 MIN)

### Revisiting the drawings

Ask participants to look at the drawings they made of themselves in the beginning of the session, and make one or two notes on their drawing on how they feel about them at the end of the session. They should focus on what they gained from the session: Maybe they feel more confident as women's rights advocates after working with advocacy tools, or maybe they feel like adding something to the drawing. Ask them to take the drawings with them.



### Check Out in One Sentence

Have a brief sum-up of the session, standing in a circle. Ask all the participants to answer this question – in one short sentence: *“What are you taking with you from this session?”*

Do the sum-up Popcorn Style, meaning that people speak whenever they feel ready, just popping in random order. If nobody starts, the trainer can make the first comment.







## Tools for advocacy

This handout includes different tools, which can be used to systematically develop advocacy efforts.

### GOALS AND OBJECTIVES WHEN PLANNING YOUR ADVOCACY EFFORTS

A basic and good practice when planning advocacy efforts is to set up goals and make objectives. Goals are the change(s) you want to help achieve in a long-term perspective, and they can be formulated in rather broad terms. Objectives are more specific and detailed statements that can be realized in a short-term perspective, meaning you can measure the success of your advocacy activity by looking at to which extent you reached the objectives. Both goals and objective should be SMART.

**S**pecific  
**M**easurable  
**A**chievable  
**R**ealistic  
**T**imebound

An example of a SMART goal could be:

- By year XXXX, a law criminalizing marital rape should be passed and implemented in my country.

Examples of SMART objectives on the path to reach this goal could be:

- By May XXXX, publishing of a report on the subject of marital rape in my country, which will be covered by local (XX region) and national media, raising awareness on the subject among politicians and the general public.
- By October XXXX, 7 meetings with parliamentarians from XX parties about the subject of criminalizing marital rape, whereof 3 will declare their support for a new law.

When formulating your SMART objectives, also make sure that they answer the following:

**Who** will be reached  
**What** change will be achieved  
**In what time period** will the change be achieved  
**Where** will it take place

## STAKEHOLDER ANALYSIS

**In order for an advocacy effort to be efficient, it is important to map relevant stakeholders, meaning specific actors and duty bearers, who can influence the outcome of the effort.**

A stakeholder analysis should cover the following:

- Identification of actors who can / should be influenced, e.g. in order to change their behavior
- Identification of other actors who have influence, and who work for or against the agenda
- Identification of relevant duty bearers (actors or persons with an obligation to respect, fulfill and protect human rights)
- Identification of possible helpers and partners who maybe currently are obstacles for reaching the goal, but who can be won over to support the cause instead

This exercise can be done in different ways:

1. Think – pair – share: First, write your own ideas individually, then share with the person next to you, and finally collect all ideas in plenary for a common stakeholder analysis. Continue a process in plenary to complement and qualify a full analysis, if needed.
2. Form smaller groups, who each focuses on one kind of stakeholders, e.g. state actors, private actors, helpers and opponents. Or choose other categories. Gather all input in plenary and have a shared process to complete the analysis.

## DESIRED CHANGE: EXPECT TO SEE – LIKE TO SEE – LOVE TO SEE

**This model helps to make an overview of the change – or connected changes – that the advocacy effort is aiming for. Knowing the ultimate, but also smaller scale changes, your advocacy activity is aiming for will help you stay on track during the process.**

For the exercise on desired changes, you need to define the following:

- Which change we **expect** to see  
(something we have direct influence on, realistic and achievable, short term perspective)
- Which change we would **like** to see  
(we have less influence, still realistic, medium term perspective)
- Which change we would **love** to see  
(long-term perspective, often seemingly unachievable, no direct influence. But it can function as a compass point, to evaluate if you are moving in the right direction).

There are several ways of doing this exercise:

1. Bus stop exercise: Form 3 or 6 groups of 4-6 people. Assign one change level to each group (Expect, Like or Love) and do a bus stop exercise: Each group works on one level, e.g. Expect, for 5 minutes, and then move on to the next bus stop, Like, dedicating 5 minutes to continuing the work of the former group. You can do 2 or 3 rounds as you find relevant. Round off in plenary.
2. Each group works on all three levels, and shares their work in plenary, if relevant.
3. Brainstorm on desired changes in plenary, and then move on to placing the changes under the three change levels, Expect – Like – Love, creating a chronological path of desired changes.

If you have more time left, you can expand the exercise, by making a chronological list of activities you must do in order to reach the Expect to see change.

# UNDERSTANDING VIOLENCE

## TARGET GROUPS

Staff at shelters and related services /  
others working within the field

**U**nderstanding Violence is relevant to all who work in the field of violence. The content spans from specific methodology on the individual level to discussions of concepts and their impact on a societal level, and it covers women and children – as well as men. It is a natural basic introduction to violence, and whether your area of work is strategic, administrative or practical, you will benefit from Understanding Violence.

## LEARNING OBJECTIVES

This module will equip the participants to

- Identify and discuss domestic violence and how it affects women and children
- Explain how gender stereotypes are constructed and how they affect gender roles
- Employ specific methods in working with survivors of domestic violence

## TABLE OF CONTENTS

### GENDER STEREOTYPES

#### Background paper

Sex vs gender

Gender norms

### THE FOUR TYPES OF VIOLENCE

#### Background paper

The four types of violence

Consequences of violence

Gendered violence

#### Material

Types of violence cards

### THE SPIRAL OF VIOLENCE

#### Background paper

When violence becomes the norm

How to use the spiral of violence

#### Material

Cards for building a case story

#### Handout

The spiral of violence (illustration)



### CHILDREN AND VIOLENCE

#### Background paper

Object or subject

Need, but not demand

#### Material

Myths and facts cards

### THE SOCIAL ECOLOGICAL MODEL

#### Background paper

Violence is not an individual problem

# GENDER STEREOTYPES

## ACTIVITY TYPES

Group work (drawing exercise) / trainer presentation / discussion / reflection / pair work

### SHORT DESCRIPTION

The aim of this session is to explore the theme of gender roles and stereotypes. This will be done through a creative drawing exercise, describing the concepts of a man and a woman, for the participants to discover and discuss their own (stereotypical) views of the roles subscribed to the different genders. Furthermore, the participants will examine how women's roles have changed over time, locally and globally, and thereby study how the genders are subjects to change.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Explain the difference between the concepts of sex and gender
- Describe how gender and gender roles are learnt through a process of socialization and within the culture of a particular society
- Give examples of how gender roles are subject to change over time
- Reflect on how to apply the new knowledge in their own work

### ADVANTAGES

The primary advantage of this session is that participants gain great insight into their own – often hidden – stereotypes about the different genders. Discussing gender roles opens people's eyes to how they relate to other people, sometimes according to their gender. This is particularly important to be aware of when working with women exposed to gender based violence.



1-1½ HOURS



4-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Gender Stereotypes.
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts, including the concepts of Sex and Gender (see box in the session text).
- Prepare a presentation on the changing roles of women and gender through time.
- Prepare an example of a personal experience with gender stereotyping (for the debriefing of the session).

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Note paper and pens

### Notes to trainer

Be aware of the following during the session

- Take note of the fact that in many places the word gender has become associated with women's issues exclusively, and for some people it has become a negative word that means exclusion or hatred of men. But the fact is that the term gender refers to both males and females and is a de facto neutral term; it is neither good nor bad, right nor wrong.
- The theme of gender stereotypes can be controversial. You need to be prepared to facilitate the discussions firmly, in order for them not to run off track. Be conscious about stepping in and countering arguments, in case there is a clear bias towards different social groups or towards men – or women – as a gender.
- If you are training in an environment where you can discuss non-binary gender, you can adapt the exercises and your presentations to include this focus as well.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### The World Health Organisation's definition of Gender and Sex

WHO's definition of gender and sex and how discriminatory treatment according to gender can affect health issues: [www.who.int/gender-equity-rights/knowledge/glossary/en/](http://www.who.int/gender-equity-rights/knowledge/glossary/en/)

### Different understandings of gender roles in the MENA region

[www.imagesmena.org](http://www.imagesmena.org)

# BACKGROUND PAPER

## GENDER STEREOTYPES

### SEX VS GENDER

There is a common overall differentiation between sex and gender, and WHO defines sex as biological and gender as a social construct<sup>1</sup>. Thus sex is dependent on biological and physiological characteristics of males and females, such as reproductive organs, chromosomes, and hormones. Opposite is gender, which refers to socially constructed characteristics of women and men, such as norms, roles, and relationships of and between groups of women and men. Gender is, as opposed to sex, viewed as fluid and varies between different cultures. The concept of gender includes five important elements: relational, hierarchical, historical, contextual and institutional. When individuals of a given sex do not fit established gender norms, they often face stigma, discriminatory practices or social exclusion.

Social sciences also question the idea of sex as a biological fact by arguing that the definitions and binary division is a social construct in itself. That what you have between your legs is not the only thing defining your sex, and that the categories of sex should not be binary but rather a continuum of different sexes<sup>2</sup>.

### GENDER NORMS

Even before a baby is born, it is possible to ascribe its gender. And from that moment, we start addressing the person in a certain way according to the norms associated with its gender. We buy dresses for girls and trousers for boys, we buy dolls for our daughters and cars for our sons. When they are born, we ascribe certain features of personality according to the sex of the baby. In school we have different expectations of boys and girls, academic and social. During adolescence we expect feminine women to fall in love with masculine men, and to fulfill the gendered roles in a relationship. We expect women to give birth to children and raise them. Throughout our life we are constantly being defined according to our ascribed gender, and most of us tend to act in a way that matches these expectations, thus reproducing the norms.

<sup>1</sup> [www.who.int/gender-equity-rights/knowledge/glossary/en/](http://www.who.int/gender-equity-rights/knowledge/glossary/en/)

<sup>2</sup>For further reading, Judith Butler discusses this in her book *Gender Trouble*, 1990, pp. 37-71



In a lot of places around the world, there are still different feelings attached to getting either a son or a daughter. Often it is preferable to get a son, since the family line is passed down through men. But also in cultures where the gender does not matter according to kin, boys and girls are treated differently. Studies show how boys and girls get treated differently in schools, and in Sweden they have made experiments with gender-neutral pre-schools, which show that social behavior is influenced by gender ascription.

Norms vary between cultures, and behaving like a masculine man does not necessarily mean the same in Scandinavian and Arabic countries; e.g. it is common practice for Arabic men to hold hands in public, while this would often be viewed as non-masculine behavior in Scandinavia.

Therefore, it is hard to talk about gender norms in a general sense, but still there are some universal norms: Women being subordinated to men is one example. The gendered nature of domestic violence is another common denominator worldwide.

#### Men agreeing that a woman should tolerate violence to keep the family together

Egypt	Lebanon	Morocco	Palestine
90%	26%	62%	63%

According to findings from the International Men and Gender Equality Survey – Middle East and North Africa. Data is not nationally representative.

Read more on different understandings of gender in the MENA region here: [www.imagesmena.org](http://www.imagesmena.org)

## MORE EXERCISES ON GENDER STEREOTYPES

### The Woman

The idea of two binary categories of gender also means an idea of the people fitting the same category as alike. This means that women, as a universal category, have common interests, rights, skin color and sexuality. But is reality reflecting this?

Think of and discuss examples of common and different elements for women around the world: clothes, jobs, behavior, etc.

### “We Can Do It”

The famous image with the words “We Can Do It”<sup>3</sup> tries to unite women with the message that they are worth as much as men. But how many women can actually identify with the woman on the picture? Skin color, nationality, rights? Find pictures of other women’s rights activists and ask the same questions.

<sup>3</sup> [https://en.wikipedia.org/wiki/We\\_Can\\_Do\\_It!](https://en.wikipedia.org/wiki/We_Can_Do_It!)

### Freedom

For many, freedom is a universal concept. But does freedom mean the same for all women around the world? How do you define freedom? Can you gain agency within the structures of your culture and / or religion? Are you able to challenge the norms? For further reading on this topic, Saba Mahmood<sup>4</sup> has written about how the maintenance of norms also can function as agency, which talks into the debate about women veiling as a choice of their own or as an act imposed on them.

### Agency

Gender stereotypes can also be used as agency and resistance; The Pink Saris / Gulabi Gang in India is a group of women fighting for their rights by using sticks as a weapon. This violent, apparently non-feminine behavior, surprises their enemies and so they gain even more power by breaking the norms<sup>5</sup>. Can you think of other ways where breaking norms can help gaining influence and power?

### Sexual division

A lot of both private and public spheres are divided according to the two sexes, e.g. sexual division of labor, sexual division of bathrooms, sexual division of praying rooms, sexual division of household, etc. Why do you think these spheres are divided? How would it look, if they were not? Try to list jobs associated with men and women. Has it always been like that?

- A doctor is often thought of as a man, but in the ancient Egyptian and Greek societies, you went to the wise women if you had medical problems.
- Looking at the drummer in most bands nowadays, you will see a man. But 3000 years ago, the women played the drum during religious rituals.
- Nowadays only one percent of the employers brewing beer are women, but actually this was a woman's job during the Middle Ages.

Why do you think, these ideas of jobs have changed throughout time (industrialization, capitalism, commercialization, etc.)?

### Games

Do you need your genitals to play football? To play the piano? To be a good student? For children's games about gender equality – in English and Arabic, please see: Manual [www.abaadmena.org/documents/ebook.1476701352.pdf](http://www.abaadmena.org/documents/ebook.1476701352.pdf)  
Facilitator's guide [www.abaadmena.org/documents/ebook.1496753056.pdf](http://www.abaadmena.org/documents/ebook.1496753056.pdf)

### Pronouns

Try to let out the pronouns 'he' and 'she' when talking to and about other people. It is hard, but it will make you aware of how often you describe people taking their gender into account, and how often it actually is not necessary. Also, read a well-known classical story (e.g. a fairytale) – and change the gender of the main characters, so the prince becomes the princess and vice versa. This creates a whole different expression and power balance.

<sup>4</sup>Mahmood, Saba. 2001. *Feminist Theory, Embodiment and the Docile Agent: Some reflections on the Egyptian Islamic Revival*

<sup>5</sup>Richards, Matthew S. 2016. *The Gulabi Gang, violence, and the articulation of counterpublicity.*



# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: RIDDLE (10-15 MIN)

This short riddle on gender-stereotyping will tune in the participants to the subject you will be dealing with. It will make them learn about their assumptions about professional gender roles.

- Tell the group that you have a riddle for them to solve. Read the riddle aloud and be careful not to refer to the surgeon in any way that reveals (her) gender:

A father and son are in a horrible car accident that kills the father. The son, injured and unconscious, is rushed to the nearest hospital; just as he is about to go under the knife, the surgeon says, “I can’t operate on this boy—he is my son!”

Question: Who is the surgeon?

- Once the group solves the riddle and figures out that the surgeon is the boy’s mother, lead a short discussion about the assumptions people make concerning the professional roles of men and women.
- Ask them if the story would still have been a riddle if the unknown parent had been described as a nurse.





## EXERCISE PART 1: DRAW A MAN AND A WOMAN (10-15 MIN)

Divide the participants into groups of 4-5 persons. Place the groups at separate tables and hand each group two pieces of flip chart or A3 paper.

- Ask the groups to draw a man and a woman – each on one piece of paper. The drawings do not have to be master pieces, they just have to fill the paper and show the gender of the person.
- Tell all groups to brainstorm on the characteristics, features and roles that come to mind when thinking on either a man / boy or a woman / girl. Write them on the paper in and around the drawing.
- Encourage them to write as many key words as possible on whatever comes to mind.
- When they are done, tell them that you will now do a short presentation and that you will all get back to the drawings and the brainstorms afterwards.



## TRAINER PRESENTATION: CONCEPTUALIZING SEX AND GENDER (10 MIN)

You can find inspiration in the background paper for this session.

- Ask your participants how they would define the difference between sex and gender. Note down their responses on the board.
- Take point of departure in their responses when you introduce the two concepts by going through the characteristics of each of them, adding to the participants' responses.
- Copy the box below onto a flip chart or board and list some or all the key words, or make your own list of notes using e.g. the background paper for inspiration.

### SEX

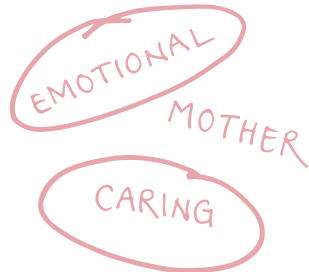
- Physical / biological difference between males and females
- Determined by biology – genitalia and procreative functions
- Examples: Physical strength, giving birth, breast feeding
- A person's sex cannot be changed (without surgical intervention)

### GENDER

- Social differences between males and females in regards to behavior patterns, roles and responsibilities, opportunities, privileges, etc.
- Determined by social factors: history, culture, traditions, norms, religion, etc.
- Examples: Men are bread winners, women rear children
- Gender can be changed

## EXERCISE PART 2: ANALYZE YOUR DRAWINGS (3 MIN)

Ask the groups to look through all key words and sentences they wrote on and around their drawings. Have them circle the words only related to gender, leaving all key words related to sex un-circled.



## DEBRIEFING THE EXERCISE: SEX AND GENDER (10 MIN)

**A reflection on the definitions of the terms sex and gender taking point of departure in the groups' drawings.**

- The groups have now circled which of their key words relate to gender. Ask them to do a brief presentation of their drawings, summarizing which words are circled and which ones are not.
- Play the devil's advocate and pick out a few words from each drawing that you would like the group members to elaborate on:  
E.g. if the group who brainstormed on what characterizes a woman, wrote words such as *humble*, *shy* and *beautiful* and did not circle them, ask why the group finds these features to belong to a woman's biological traits.
- If they wrote *strong* about the man, explore what strength actually means: Physical or mental strength? Can a woman not be both physically and mentally strong as well? Are all men strong? What about emotional strength? Or other forms?
- Open up for comments and devil's advocate questions from the other group(s).



Ask the groups to look at their key words; the ones circled as gender related and the ones left un-circled (biological features), and ask the following questions:

- What do you notice?
- What surprises you?
- What are the common traits for the key words in each of the two categories?
- Was it difficult to define what are biological features and which features are defined by gender roles?
- What is your opinion about this division of sex and gender? Do you agree?
- Why do we need this division between sex and gender?

If one or more participants show aversion to and rejects the notion of gender as something relative and indirectly decided by societal norms rather than being a biological feature, you can challenge the person by either reciting parts of the background paper on the topic, or referring to the upcoming presentation. You can also contribute with own experiences or examples of changing gender roles or ask the rest of the group for examples.



## TRAINER PRESENTATION AND REFLECTION: CHANGING GENDER ROLES (15-20 MIN)

**A reflection on the relative nature of the concept of gender, and gender roles and how they change over time and from one society to the next.**

Do a short presentation about the different roles women can have and have had at different places and at different times. You can choose to:

- Use images of strong female world leaders, also those who may not have been the stereotypical benevolent leader that one expects women leaders to be (e.g. use statistics that show how many women legislatures on a global scale have been part of starting wars).
- Use images of local women from different time periods or generations. This could be from the time of the participants' grandmothers, or it could be pictures of the new generations, their daughters or granddaughters.

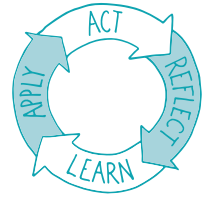
Make sure to communicate the message that all of us are gendered, meaning that we are socially conditioned to take on roles and responsibilities given to men and women, respectively. This of course entails that roles and expectations can change over time and from place to place.

Have a very short sharing of observations in plenary, based on some or all of the following questions:

- Which changes or differences in gender roles (if you notice any) are represented amongst the women on the photos?
- Are you familiar with cultures / societies where the roles and responsibilities between the genders are different than your own? Give examples.
- Is there a difference between your own generation and the generation of your grandmother when it comes to gender roles and how men / boys and women / girls are and were treated?
- Which hopes and dreams do you have for your daughters and granddaughters, when it comes to the role their gender should play in their lives and in the society they live in?

## WRAPPING UP THE SESSION: HOW DO WE AVOID GENDER STEREOTYPING? (15-30 MIN)

A reflection on if – and how – we unconsciously practice gender stereotyping, and how we can change those practices.



As it is both difficult and uncomfortable to see and admit one's own shortcomings, you can prepare an example, where you yourself happened to treat someone inappropriately, based on gender. This can help open up the reflection and discussion.

Place the participants in pairs or in small buzz groups of 3-5 participants. Have them list down examples based on the following questions:

- Are children treated differently according to their gender, at your workplace (e.g. a shelter)?
- Do they have different duties and responsibilities?
- Is there a difference between boys' and girls' privileges and what they are allowed to do?
- Have you noticed if you, as staff, treat the women according to gender stereotypes? If so, how?
- Are male and female members of the staff group treated differently, based on their gender? If so, how?
- Do male and female members of the staff group hold gendered job functions, e.g. female care workers and cleaning staff and male guards, doctors, drivers, management? Why? Why not?
- Is there anything we need to be aware of / do differently, when we return to work?

Ask the participants to form pairs in order to commit themselves to the intended changes and support each other in implementing them, once returning to their work. Have them write down their commitments.





# THE FOUR TYPES OF VIOLENCE

## ACTIVITY TYPES

Roleplay / trainer presentation / pair work / discussion and reflection

### SHORT DESCRIPTION

This session introduces the following Four Types of Violence:

Physical violence, psychological violence (also called emotional violence), sexual violence and socio-economic violence. Taking point of departure in the participants' own experiences (whether or not they are working directly with people exposed to violence), these experiences will be shared and discussed through a theatre exercise called The Statue Roleplay. After the roleplay, the trainer will conduct a short presentation of the four types of violence. The presentation is followed by group work on how the theory compares with the work the participants do in practice at their workplace.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Define and explain the four types of violence
- Describe how to utilize the theoretical knowledge of the four types of violence in practice

### ADVANTAGES

The Statue Roleplay exercise is a simple, but very expressive warm-up exercise. By creating a visual display (human statue) of how violence can look, the participants can more easily connect the sometimes abstract discussions of consequences of violence with the physical and personal impact it can have being exposed to, or perpetrating, violence. The group work and discussions following the trainer presentation on violence enhances the relevance of the knowledge / theory input and makes it directly applicable to work life situations.



1½-2½ HOURS



6-30 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on the Four Types of Violence
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).

### Materials

- Flip chart paper
- Post-its
- Markers and pens
- Sticky tack
- Five cards displaying the four types of violence and a question mark

### Notes to trainer

Be aware of the following during the session

- Make the statue roleplay exercise only if you think participants feel comfortable doing this kind of physical and expressive exercise.
- Time management is very important in this session. Depending on number of participants, the statue roleplay as well as presentation of post-its and discussion can take a long time. Be aware, prepare well, and keep an eye on the time during the session.
- The Danner publications *How We Work* and the *Shelter Guide* introduce the five types Physical, Psychological, Sexual, Economic and Material Violence. This might appear confusing – also to participants – but really only proves that different categorizations are relevant in different contexts. This emphasizes the usefulness of the Question Mark Card to discuss any other types of violence, relevant to the participants in their specific context.
- Please consider the target group when deciding the content of your presentation on the four types of violence. If the target group consists of shelter staff only, they might already be very familiar with some of the content, and you can adapt the material by omitting some parts. If the target group exclusively or partly consists of people not directly working with women exposed to violence, you may consider including knowledge on consequences of violence, as well.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### Danner's definition of violence

[How We Work](#) (pages 12, 13, 29)

### The World Health Organisation: World Report on Violence and Health (2002)

[http://apps.who.int/iris/bitstream/10665/42495/1/9241545615\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/42495/1/9241545615_eng.pdf)

### Michael Johnson's categories of domestic violence

Johnson, Michael P. (2008) *A Typology of Domestic Violence: Intimate Terrorism, Violent Resistance and Situational Couples Violence*. 1st Edition, Northeastern University Press

<https://www.youtube.com/watch?v=QEVsfk00F-g>

# BACKGROUND PAPER

## THE FOUR TYPES OF VIOLENCE

### THE ISTANBUL CONVENTION<sup>1</sup>'S DEFINITION OF VIOLENCE

Violence Against Women is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

Definitions of types of violence differ according to region, perspective, etc., but the three forms of physical, psychological and sexual violence are of general agreement. Other examples and terms used include economic violence, material violence, structural violence, stalking, harmful cultural practices, social violence, self-directed violence, violence against elderly or disabled people, online harassment, etc. In this manual, we have chosen to work with the following four types, defined by WHO, among others<sup>2</sup>. However, the exercise on the four types of violence also encourages discussing other types of violence that might be relevant to the participants.

<sup>1</sup>The Council of Europe Convention on Preventing and Combatting Violence Against Women and Domestic Violence: <https://www.coe.int/en/web/istanbul-convention/text-of-the-convention>

<sup>2</sup>WHO, 2002: World report on violence and health: [http://apps.who.int/iris/bitstream/10665/42495/1/9241545615\\_eng.pdf](http://apps.who.int/iris/bitstream/10665/42495/1/9241545615_eng.pdf)

UNHCR, 2003: Sexual and Gender-Based Violence against Refugees, Returnees and Internally Displaced Persons: <http://www.unhcr.org/3f696bcc4.html>

## THE FOUR TYPES OF VIOLENCE

### Physical Violence

Being beaten, shaken, kicked, struck, slapped, attempted strangling, stabbing, acid attacks, burning, prevented from food and sleeping, trafficking, slavery, female genital mutilation, etc.

### Psychological Violence – also known as emotional violence

Being ridiculed, criticized, humiliated, isolated, degraded, threatened with other types of violence, mistreatment, abduction of children, having your judgment or actions questioned, etc.

### Sexual Violence

Rape and marital rape, child sexual abuse, transgressive sexual behavior, incest, forced prostitution, being forced into sexual intercourse or other forms of non-consensual sexual activity, sexual harassment, etc.

### Socio-Economic Violence

Discrimination and/or denial of opportunities, such as: Education, health assistance, property rights, payment. Also denial of access to exercise and enjoy civil, social, economic, cultural and political rights.

## CONSEQUENCES OF VIOLENCE

Women exposed to violence have often lived in violence for many years before seeking help at a shelter or at a related service. The effects of violence are complex and vary according to previous experiences of trauma, e.g. in childhood, and the experiences of violence in adulthood.

A very high number of women living at shelters meet the criteria for the diagnosis of Post Traumatic Stress Disorder (PTSD). PTSD can evolve when a person has experienced one or more traumatic event(s).

Women exposed to violence often experience to be in a constant state of high arousal, loss of memory, concentration problems, lack of ability to feel their own body, numbness, sleep problems, fear and flashbacks of the violence. The traumatic events often affect their minds: they lose their fundamental sense of identity and are tormented by feelings of guilt and shame. These symptoms may also become internalised and cause chronic changes to the structure of her personality.

These symptoms are normal when a woman has lived or still live in violence.

It is vital that shelter staff and other staff members who are working with women survivors of domestic violence, have thorough knowledge of the mechanism of violence and the consequences of experiencing violence. It makes the woman feel secure in her conversations with staff members, when they respond to her reactions as only natural, and she realizes that she is recognized without prejudices. This approach will reduce the feelings of guilt and shame.

This information can be useful for the presentation during the session, if the target group consists of others besides shelter staff.

For more, please see:

[How We Work](#) (pages 17-20)

## GENDERED VIOLENCE

**Some argue that research shows women to be at least as violent as men. For staff working with women and children survivors of domestic violence, this seems highly unlikely. This is why:**

Domestic violence can further be divided into (at least) three categories: Intimate Terrorism (also sometimes referred to as Power and Control Violence), Situational Couple Violence, and Violent Resistance. The most prevalent form is Situational Couple Violence, where men and women appear almost equally as aggressors. However, this category of violence is characterized by isolated incidents e.g. during arguments, and its severity is most often limited. The form of violence we most often see at shelters is Intimate Terrorism, which is a fundamental pattern, whereby the perpetrator wishes to exert power and control over the woman, and where the violence increases in severity and intensity. This category is highly destructive emotionally and physically, and women who live with perpetrators like these, are in greater danger, both in the relationship and – even more so – if they try to leave the relationship. Professionals should also be aware of the possibility of Violent Resistance, as this may occur as a reaction to Intimate Terrorism.

### Intimate Terrorism

- General need for power and control of the woman
- Violence used as a means to achieve power and control
- Severe and frequent psychological and physical violence
- The violence escalates over time

### Situational Couple Violence

- The violence occurs in conflict situations and is often spontaneous
- The violence is infrequent and seldom life-threatening
- Both partners may be violent

### Violent Resistance

- Violence used in self-defence against an intimate terrorist
- This kind of violence usually occurs when the woman is trying to protect herself or her children from the violence of the perpetrator

This categorization can be used by shelter staff when receiving a woman, in order to conduct a risk assessment, as well as determine the appropriate response for her and her children. It is also useful for the trainer in cases, where the participants express doubt about the severity of domestic violence, or the fact that men are more violent than women.

#### For more, please see

Johnson, Michael P. (2008) A Typology of Domestic Violence: Intimate Terrorism, Violent Resistance and Situational Couple Violence. 1st Edition, Northeastern University Press  
<https://www.youtube.com/watch?v=QEVsfk00F-g>

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: STATUE ROLEPLAY (20-30 MIN)

Introduce the warm-up exercise step by step.

Participants will work together in small groups creating still pictures / statues. The statues are made by placing themselves in positions using their bodies to form a statue. The trainer will give each group a type of violence, which they will express through the statue role play.



Only use the theme of sexual violence in the statue role play, if you are certain the participants are comfortable depicting that type of violence.

Besides using themselves as items / parts of the statue, the participants are only allowed to use things they can find on location as props (tables, chairs, papers, pens etc.).

The other groups will be the audience and will try to guess which type of violence the performing group is showing.

NB: Do not give any additional information. If the participants are not familiar with the types of violence they will have to make a qualified guess.



Divide the participants into groups of 3-5 persons and provide each group with a type of violence. You can choose to either:

- Assign the same type of violence to all groups. If all groups depict the same type in different ways, you can start a conversation on the different interpretations of that specific type of violence. NB: Don't let the groups know they are depicting the same theme.
- Assign different types of violence to different groups, in order to cover more / all types of violence.
- Do multiple rounds of the role play, randomly assigning a type to each group. For each round you increase the challenge of the task by limiting the actors in their ways of expression. For example, instruct them to prepare the statue in silence, so they can only use body language to communicate.

Give the groups five minutes to prepare a pose. Underline that all group members need to be part of the statue display. Clear a bit of space to make room for the statues.

Ask the first group to enter the stage. When you say the word "freeze" they have to take their statue pose. Ask the audience to reflect on the display on the stage:

- What do you observe or notice?
- What is your interpretation of the display? Which type of violence?
- Which part of the statue display do you find particularly descriptive?
- Ask the performing group why they chose this pose specifically?

Work through all groups, before debriefing the exercise.

Remember to step out of the roles before moving on. E.g. by changing seats, simply saying *"Now we are back to being ourselves again, and to help us with that, we will all find a new seat."* Or you can stand up and shake the roles off, or do something else to finalize the exercise and move on.



## DEBRIEFING THE WARM-UP EXERCISE (10-20 MIN)

**Bring the participants back to plenary. Ask them:**

- How did it feel to play someone exposed to / perpetrating violence (actors) OR how do you think the actors felt in the roles (audience)?
- What did you notice in the statues?
- What did you learn about the four types of violence, from this exercise?
- In what way were you able to use your own professional experiences with domestic violence in the statue roleplay?

If you have time, and find it relevant, do a short round of reflections on how it felt to describe violence using physical and creative ways instead of using words. This can be useful, if the group is a bit hesitant about roleplaying, or if they found the exercise difficult.

- What do you think about this way of reflecting on and talking about violence?
- What worked? What didn't work?

## TRAINER PRESENTATION: THE FOUR TYPES OF VIOLENCE (10 MIN)

Make a short presentation using e.g. Power Point or the cards. You can use the background paper on the Four Types of Violence for inspiration.

Make sure to link your presentation to the learning points mentioned by the participants, when debriefing the warm-up exercise.

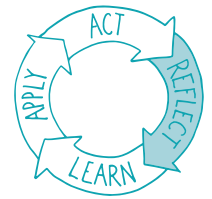


## PAIR / GROUP WORK: HOW DO WE KNOW THE DIFFERENT TYPES OF VIOLENCE FROM OUR WORK? (15-30 MIN)

Hang five flip charts; attach a card showing one of the four types of violence to each flip chart, and the card with the question mark to the fifth flip chart.

- Divide the participants into pairs.
- Ask the pairs to look at the flip charts one at a time, and come up with specific examples of experiences related to each type of violence.
- Tell them to write the examples on post-its (one example per post-it) and stick them on the respective flip charts.
- Examples that do not seem to fit under any of the four types of violence, are placed on the flip chart with the question mark.

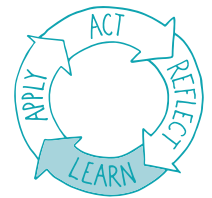
NB: If you have a large participant group, consider dividing them into five groups, where one group discusses only one type of violence. This will save time.



## SUM-UP OF THE PAIR / GROUP WORK (15 MIN)

Gather participants around the posters.

Go through the posters one at a time. Have the pairs / groups briefly present the examples they noted down. Allow for comments and questions from the rest of the group.



The sum-up is supposed to be rather brief. If all pairs are free to thoroughly explain and elaborate on their responses, it will take a lot of time. The upcoming discussion will allow for more elaboration.



## DISCUSSION AND SUM-UP OF THE SESSION (20-30 MIN)

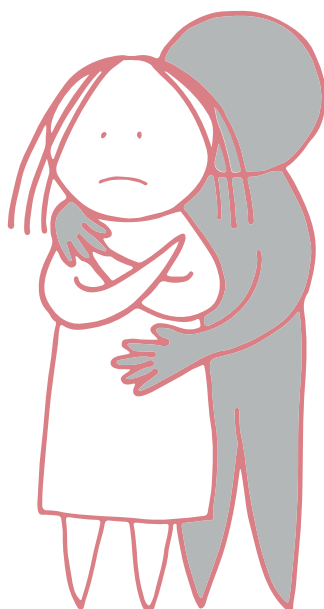
Bring the participants back to plenary. Have a discussion on some or all of the following questions

- Where do the examples you gave come from? Your work life? Another place?
- In your pair / group work, were you in agreement or disagreement on whether all examples mentioned were actually acts of violence?
- Do you see all four types of violence in your work?
- Do you see other types of violence, in addition to the four?
- Which ones do you see most frequently?
- Are there some you hardly ever / never see? Why is that?
- Which examples did you place under the question mark?
  - Why did they not fit elsewhere?
  - Are these examples specific to our country / area / region?
  - Why are these examples important?
  - Do they call for a different response than the four types of violence?
- What are the benefits of dividing violence into categories?
- What can you use from this exercise in your work? How?



### Physical Violence

Being shaken, struck, kicked, slapped, stabbed, attempted strangling and prevented from meeting physical needs such as sleep and food



### Sexual Violence

Being forced into sexual intercourse or other forms of non-consensual sexual activity



## Psychological Violence

Being exposed to a long-term pattern of being ridiculed, humiliated, criticized, controlled, isolated, threatened, having one's judgement or actions questioned



## Socio-economic Violence

Being denied access to resources such as education / information / knowledge, financial means and personal rights



Do you know of any other forms of violence, which are not included in the four types?





# THE SPIRAL OF VIOLENCE

## ACTIVITY TYPES

Trainer presentation / pair work / roleplay / discussions and reflections

### SHORT DESCRIPTION

This session aims to give participants a thorough introduction to the model The Spiral of Violence. The model shows how violence affects a woman over time, and it can be used by professionals to help the woman understand the dynamics of domestic violence. The participants will use The Spiral of Violence as a tool by creating a case story around the model, and by acting in a roleplay. In the roleplay the actors will use The Spiral of Violence as a guide in a conversation between a woman arriving at a shelter and the shelter worker.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Define and discuss the different stages in the Spiral of Violence; the linking of the stages as well as the theory behind the spiral
- Adapt and apply The Spiral of Violence to their own practice
- Apply The Spiral of Violence as a tool in conversations with a woman survivor of domestic violence in order to increase her understanding of her own situation

### ADVANTAGES

This session has the advantage of learning about, discussing and testing the use of The Spiral of Violence tool in a safe learning environment. The model is useful for both shelter staff and survivors of violence. If needed, participants can make modifications to the model in order to fit the relevant context, before implementing it in their own work.



1½-2 HOURS



12-20 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper for this session, as well as the handout showing the Spiral of Violence.
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts
- Prepare your presentation of The Spiral of Violence
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).

## Materials

- Flip chart paper
- Markers
- Sticky tack
- Handouts of The Spiral of Violence
- 12 cards displaying the 12 stages of The Spiral of Violence

## Notes to trainer

Be aware of the following during the session

- When building a case story: If the pairs struggle to use their imagination and experience, the case story can become quite superficial and can maybe even seem irrelevant. In this case, be prepared to intervene with examples and experiences to help the story along.
- Roleplays improvised on the spot can easily run off track. So it is vital that you facilitate and manage the roleplay well. It is also important that you are well-founded in the material and maybe even have practiced the use of the Spiral of Violence yourself.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### **Eva Lundgren: Våldets normaliseringsprocess (2004)**

[The Shelter Guide](#) (page 5)

[How We Work](#) (page 13-15)

# BACKGROUND PAPER

## THE SPIRAL OF VIOLENCE

**Sociologist Eva Lundgren has developed the Spiral of Violence. It is a model, by which we can understand the development over time in a violent relationship. This development is referred to as the *normalization of violence*.**

### WHEN VIOLENCE BECOMES THE NORM

Eva Lundgren bases her analysis of violent relationships on an understanding of violence as the instrument, by which the perpetrator gains power and control. She shows that the perpetrator uses three strategies to achieve this:

- The perpetrator exerts controlled violence aimed directly at the survivor
- The perpetrator isolates the survivor from relatives and friends
- The perpetrator's behavior switches between tenderness and violence

Domestic violence typically builds up over time, increasing in frequency and severity. As it becomes part of the relationship and a normal component of everyday life, the survivor develops strategies to prevent the violence from occurring, by adapting her behavior. She suppresses or explains the violence as accidental or due to stress on the part of the perpetrator, and she assumes responsibility. The limits of what she can accept gradually become blurred, her understanding of what is normal and abnormal gradually changes, and her growing isolation increases her emotional dependence on the perpetrator.

A domestic violence survivor typically experiences a psychological weakening, which is a symptom of the normalization of violence. She begins to see herself the way the perpetrator sees her (e.g. a bad mother, unattractive, unreasonable, hysterical, demanding, stupid, etc.) This damages her self-esteem, and she might start thinking that there is no alternative for her. She is drawn closer to the center of the spiral, and it becomes less possible to escape from the relationship.

A woman, who stayed at the Danner shelter, expressed this development very well, when she said:

*"When I could leave him, I did not want to. When I wanted to leave him, I could not."*

## WHY DOESN'T SHE LEAVE?

In Denmark, where it is possible and very normal for women to live independent lives, many ask: *Why doesn't she just leave him?* It seems illogical that anyone, who is technically free to leave, would stay in a violent relationship. But the Spiral of Violence answers that question:

Violent relationships do not start out violently. In fact, many women recall the beginning of the relationship as extraordinarily passionate and devoted – seemingly positive traits. But in violent relationships they can turn out to be the very first indicators of violent behavior; passion can turn into jealousy, devotion into control. The psychological violence develops gradually. Other forms of violence follow, and increase over time. But tenderness and love are still there, and this is what makes domestic violence so difficult to identify and escape. Because it is emotionally and psychologically confusing, and in the process of normalization, her judgment is weakened and her self-esteem is damaged.

## HOW TO USE THE SPIRAL OF VIOLENCE

It is important that professionals know that for a woman who feels trapped in the Spiral of Violence, escaping it may take as long as the journey into it. At Danner we use the spiral both when explaining the mechanisms of domestic violence to other professionals, in the direct contact with the women, and to help relatives understand what their sister, daughter or friend has gone through.

### Violence survivors and the Spiral of Violence

The model is useful as a psycho-educational tool for survivors to understand what they have been exposed to. It helps them realize that they are not weak or stupid – as many have felt – but simply in the power of another person. This can help ease some of the typical feelings of guilt and shame. Realizing the seriousness of the situation she and her children have lived in – often for many years – sheds light on why they experience a variety of physical and psychological consequences. And, not least, it helps the individual woman understand that she is not alone. Shame and isolation has often caused the women to feel that their case was unique. But seeing it reflected in a tool, which is developed on the basis of countless other cases, provides a sort of explanation, which can be important in working through the experience and moving on.

Understanding the extent and seriousness of the situation can also cause a feeling of having failed to protect the children or herself. In this regard, the [Narrative Approach](#) is useful, as it focuses on the steps the woman has taken to avoid, decrease or mitigate the violence. Her response to the violence is anything but passive and weak: it is a story of skills and competencies to navigate in very challenging circumstances.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### TRAINER PRESENTATION: THE SPIRAL OF VIOLENCE (15 MIN)

Do a presentation of the Spiral of Violence, using the background paper for inspiration. You can combine it with cases from your own work to exemplify how the process and mechanism of the spiral works. Make sure to:

- Display The Spiral of Violence via a projector, so everyone can see and follow your presentation and / or hand out a copy of The Spiral of Violence to participants.
- Go through the different stages of The Spiral of Violence using the visual display as a point of departure.



### EXERCISE: BUILDING A CASE STORY (30 MIN)

Explain to the participants that during this exercise they are going to use their imagination and inventiveness, as much as they are going to rely on their previous experience working with domestic violence survivors.

Taking turns, they will tell the story of a couple in a relationship and the development of their relationship, using each step of the spiral.

- Name the man and the woman in the relationship (e.g. Sofia and Adam).
- Start the exercise by dividing the participants into pairs.



- Hand out the 12 cards showing the steps of the spiral to the pairs, one card per pair. If there are left over cards, hand them out randomly to the pairs.
- Give the pairs a couple of minutes to talk about and brainstorm on what might happen to a couple, both the man and the woman, at that particular stage of a violent relationship. Their task is to tell the piece of the story that relates specifically to the stage handed to them.
- Ask the pair who holds the card 1: The Relationship Begins, to join you on the floor, to tell their part. Make clear how much time they have, e.g. 1-2 minutes.

The pair now begins telling the story of how the relationship between Sofia and Adam started, thus building up the case story of this particular couple. The story may be fictitious, but should be realistic. The pairs create the story as they go along, so the case is based on improvisation and prior experiences with a relationship that spirals into violence.

- Invite the next pair to the floor, the pair holding card 2: Falling in love. They now have to continue the story of Sofia and Adam, taking point of departure in the stage shown on the card.
- Continue in this manner until all 12 stages of the story have been told.

It is the responsibility of the trainer to make sure that the story stays on track. If the participants e.g. need to elaborate further on the emotional responses one would have in a given situation, you have to guide them along with questions such as:

- Do you know of other phrases to describe how it feels to be idealized by your spouse (card 3: Idealisation)?
- How do you imagine Sofia is suppressing this or that... (card 6: Suppression)?



## DEBRIEFING THE EXERCISE (15 MIN)

**Invite one or two participants to retell the whole story, – the main storyline only.**

Ask the group, and take notes on the board or flip chart

- Do you recognize the different stages from talks with the women you meet through your work? How?
- According to your experience, does The Spiral of Violence describe all the stages that you encounter in your work or would you add or remove stages?
- What did you learn from this exercise?
- How can you use this exercise and the model of the Spiral of Violence in your daily work?

Link to the next exercise, by telling the participants that you will now explore how they can use the model in their work.

## ROLEPLAY: USING THE SPIRAL OF VIOLENCE (20 MIN)

This exercise is a roleplay, in which a shelter worker meets with Sofia and uses The Spiral of Violence as a tool in their conversation.

- Request for a participant volunteer to play Sofia. Sofia is a survivor of domestic violence living at a shelter.
- Ask for another person to volunteer to play the shelter worker who works with Sofia during her stay at the shelter.
- Instruct the two actors to spend 10 minutes preparing. They can take point of departure in the case developed on Sofia and Adam during the previous exercise, or they can come up with a new storyline. Let them know how much time you expect the roleplay to last.

While the actors prepare, you can do a short energizer with the rest of the group or recap on the previous session / exercise or give them a short break.

- Place the two volunteer actors in the middle of the room. Repeat how much time you expect the roleplay to last. Let them start the roleplay when they feel ready.
- During the roleplay, you can “freeze” the actors and ask the audience to come with pieces of advice on how the shelter worker could incorporate The Spiral of Violence differently, if relevant.
- The shelter worker can also “freeze” the roleplay to ask the audience for advice, if she feels stuck or lost in the conversation.



## DEBRIEFING THE EXERCISE (15 MIN)

Bring the participants back to plenary. Make sure to compliment the volunteer actors for their efforts.

Briefly present the debriefing questions (have the questions written down on a board or flip chart so everyone can follow).

### Questions for the volunteer actors (reflect)

- How did you feel being in the role of Sofia / the shelter worker?
- How did The Spiral of Violence work for you, as Sofia / as the shelter worker?
- What was easy? What was challenging? What surprised you?



### Questions for the audience (learn, apply)

Since the following debriefing questions in a way work as feedback for the actors, remember to remind the audience of the feedback guidelines (see the box below). If relevant, you can use the introduction to [feedback](#) as a handout, and choose to train a specific model.

#### Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

##### The Role of the Sender of Feedback

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

##### The Role of the Receiver of Feedback

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One's own level of sensitivity can vary
- Remember that feedback is a helping hand

- What worked well for the actors in using The Spiral of Violence as a frame for their conversation?
- Seen from your perspective, what seemed to be the challenge in using The Spiral of Violence?
- How could they in any way have used the model differently?

Remember to step out of the roles before moving on. E.g. by changing seats, standing up and shaking off the roles, or doing something else to finalize the exercise and move on.

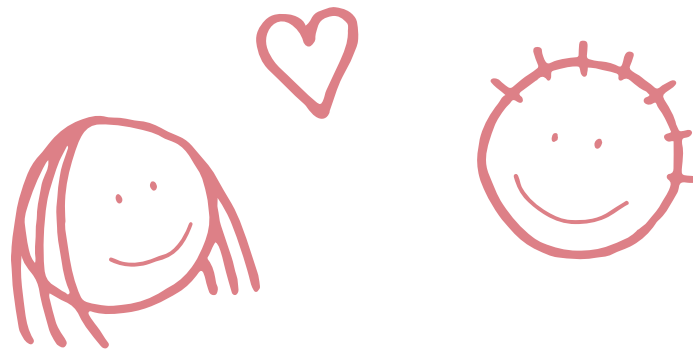


### SUM-UP OF THE SESSION (10 MIN)

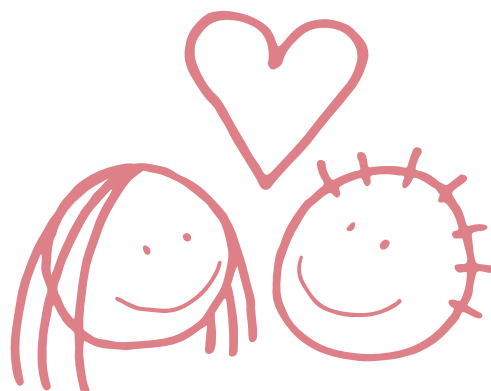
#### Questions for all participants

- In which ways can you use the Spiral of Violence model in your work? Please use examples.
- Would you need to change parts of the model in order for it to fit your work? How?

Finally, allow a little time for participants to note down how they can incorporate the Spiral of Violence in their daily work. If relevant, encourage that they team up in pairs to help each other implement the changes.

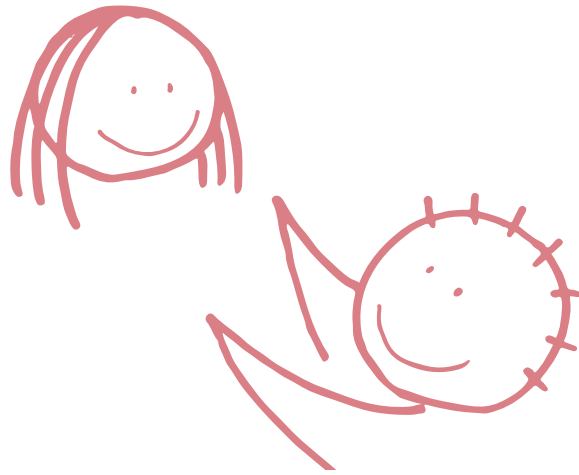


# 1. The relationship begins

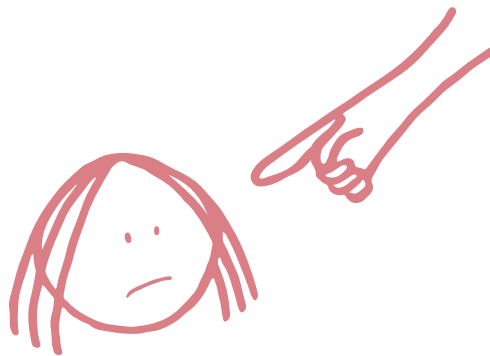


# 2. Falling in love





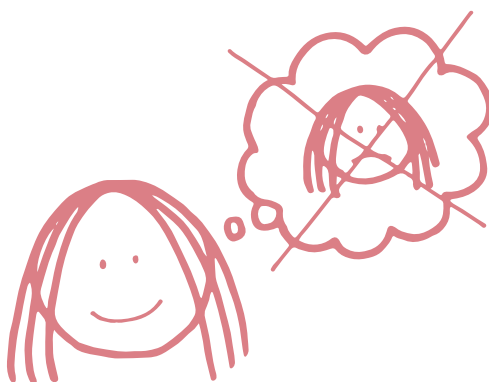
### 3. Idealisation



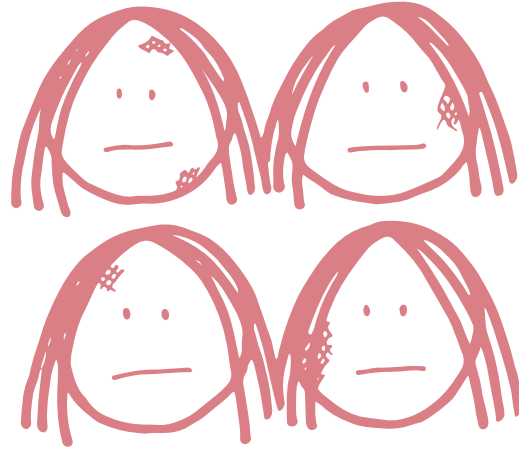
### 4. Small-scale psychological violence



## 5. Other types of violence



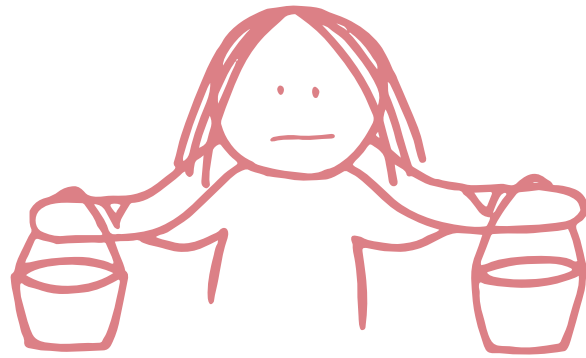
## 6. Suppression



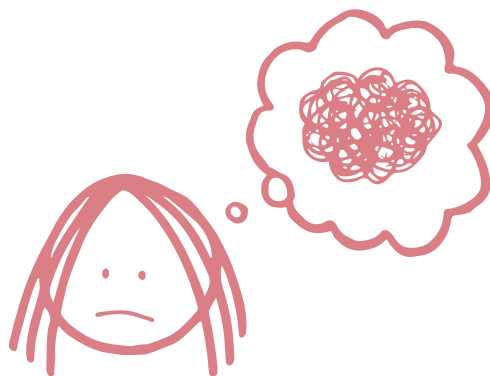
## 7. Normalisation of violence



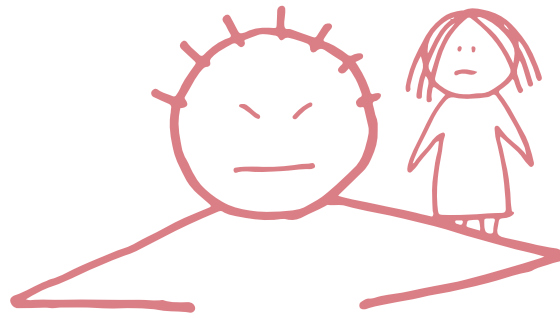
## 8. Shame and guilt



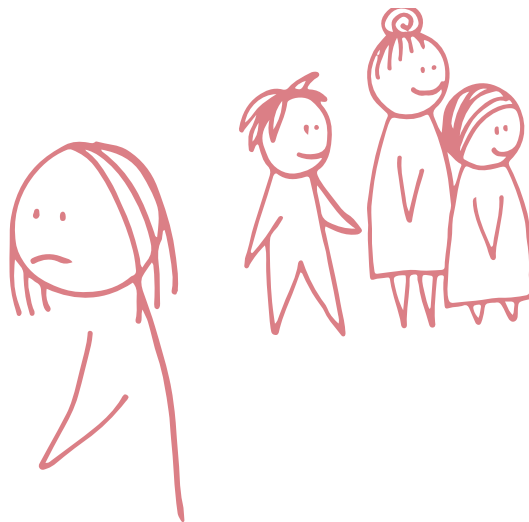
## 9. Responsibility



## 10. Loss of confidence and self-esteem

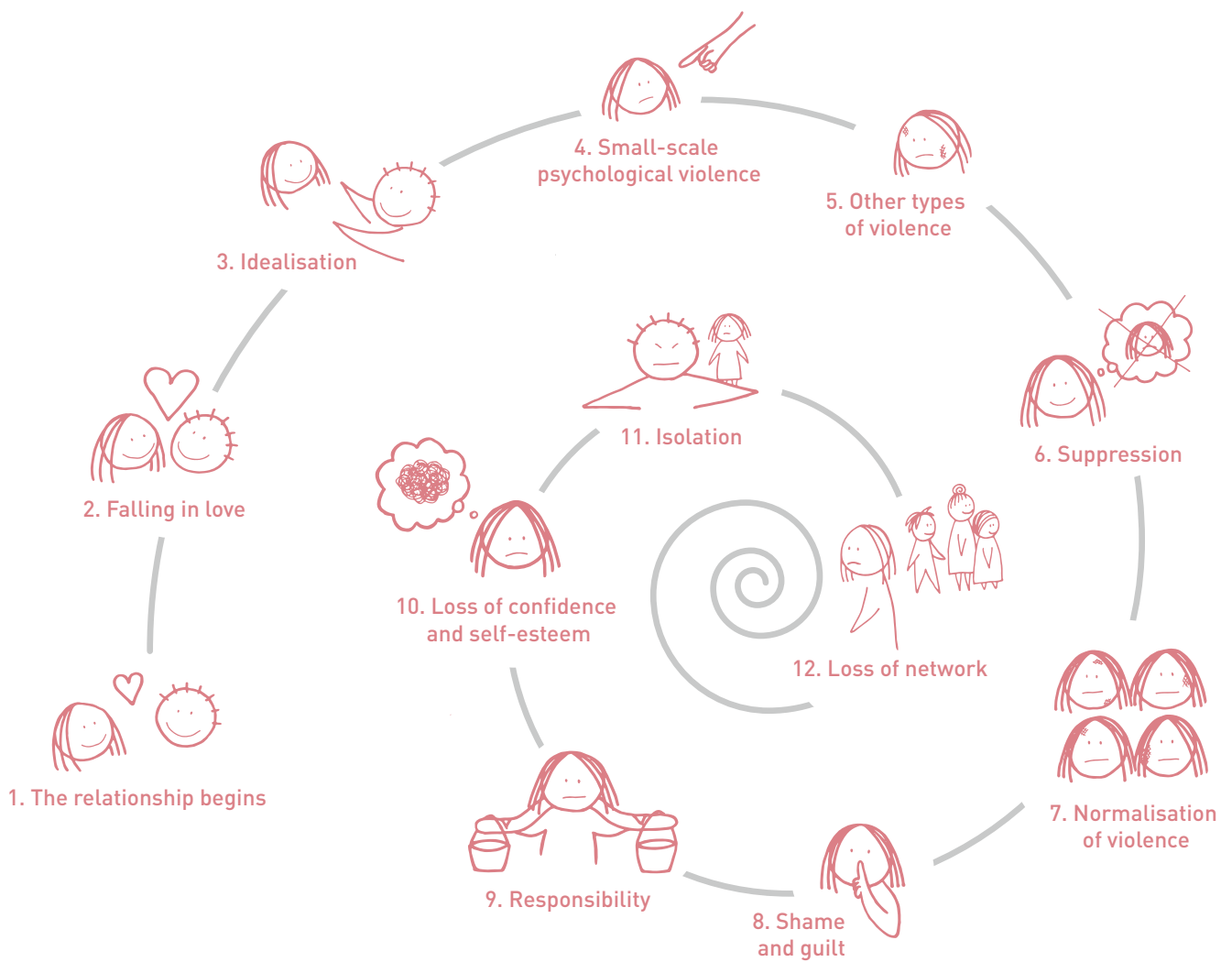


## 11. Isolation



## 12. Loss of network

# The spiral of violence





# CHILDREN AND VIOLENCE



## ACTIVITY TYPES

Speed dating / trainer presentation / roleplay / discussion and reflection

### SHORT DESCRIPTION

This session introduces knowledge about how children are affected by domestic violence, and discusses different understandings of children in the family and society: either as objects, who are passive beings and rather unaffected by their surroundings, or as subjects, with individual feelings, strategies, wishes and dreams. While viewing children as objects is quite widespread, it is both wrong and violates the Convention on the Rights of the Child. Viewing children as subjects provides a deeper understanding of the child, and, thus, makes it possible to provide the appropriate assistance.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Distinguish between viewing children as objects and subjects, and explain how these two approaches affect the child
- Describe the effects of domestic violence on children
- Explain why violence against a mother is violence against her child

### ADVANTAGES

This session functions well as a continuation of the session [Children's Rights](#), building on the understanding of the rights of the child when adding knowledge and awareness of the child's feelings and responses to violence. The speed dating exercise brings the participants' own childhood experiences into play, while the roleplay links it to their everyday work.



2½-3 HOURS



6-20 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Violence and Children
- Make the graphic illustrations for the training days, the sessions planned and the flip charts
- Prepare presentation of theory
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).

## Materials

- Flip chart paper
- Markers
- Note paper and pens
- Sticky tack
- Myths and Facts Cards
- The Child Prop

## Notes to trainer

- Make sure to integrate the Myths and Facts Cards in the training session. Hang them around the room before participants arrive, and preferably wait a while before addressing them. They are designed to make the participants reflect on how they themselves view children and / or how they can use the awareness of the myths and facts in their daily work.
- The speed dating exercise requires an even number of participants. The trainer can join the exercise if the group consists of an uneven number of participants.
- If choosing version 2 of the roleplay exercise, where the audience gives feedback to the roleplay actors: Be very keen on the fact that the audience follows the feedback rules when commenting on the roleplay.
- The film Angry Man shows – in a very detailed and expressive manner – how a child experiences domestic violence. You can use the film in connection with your presentation, or to round-off the session all together, leaving a strong impression of how children experience violence in their family. The duration of the film is 20 minutes, and it is available with both English (for a small amount) and Arabic (free of charge) subtitles. Access the film here:

English:

<http://www.trollfilm.no/angry-man>

Arabic:

<https://vimeo.com/240152864>

Password: troll

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

[How We Work](#) (p. 29-37)

[Shelter Guide](#) (p. 7-8)

# BACKGROUND PAPER

## CHILDREN AND VIOLENCE

### **OBJECT OR SUBJECT**

Viewing children as objects is a widespread tendency throughout the world. Children are often not seen as individual beings with their own rights, values, perceptions and opinions. Even when we think we treat children as subjects, we often make the mistakes of speaking on their behalf or making decisions for them without consulting, or even informing, them.

Children exposed to violence in the space that is supposed to be their safe haven, their homes, are most often severely affected, and require professional assistance in order to overcome their experiences.

### **A NEED, BUT NOT NECESSARILY A DEMAND**

Two years into a large regional MENA training project, which started in 2012, Danner decided to create a separate training course on Violence and Children. This was not due to a demand from the participant organisations, as was usually the way we worked. This was a decision and prioritization we saw as necessary, exactly for this reason; a seeming blind spot for the importance of working specifically with children, when assisting survivors of domestic violence.

The following are examples encountered in our work, which serve to illustrate the need for a specific focus on children, despite the fact that it was not explicitly expressed as a demand.

#### **Visit at shelter in 2012**

At a visit to a shelter, exploring cooperation potential, Danner staff met with former and current shelter residents at a formal meeting. In the background, a young boy of around 8 years, was listening in. After the formal session, he requested a meeting with us – the visitors, with whom he had no relationship at all. We sat down with him in a separate room and he asked us the simple question: Why am I here?

#### **Shelter training in 2013**

We conducted two sessions of each three days of training with the same shelter. Staff was highly educated and skilled and the entire staff group, including management, was able to participate in the training. In order to gain input into development potential for the project, we asked specifically if they would be interested in a course on children? The response was that the children in their (rather large) shelter were not really a problem. Other than when they were home from school, and could be very noisy.

### Launch of training course catalogue in 2014

When having developed the training course on Violence and Children in the 2014 training catalogue, we circulated it, as was the usual routine. Organisations and shelters would then apply for training courses. The request for this specific course on Violence and Children was the lowest of all the themes, and not once at the top of any of the prioritized lists, submitted as part of the applications for training.

### Conclusion

The lack of focus on children survivors of domestic violence has many reasons. Partly, it is due to ignorance, as the above examples show, partly it is due to the obvious urgency of helping the woman / mother, and partly possibly also due to limited resources. But however valid the reason, the fact remains: children are entitled to and in need of help, when having witnessed or themselves been exposed to domestic violence.

### MYTHS AND FACTS CARDS

For this session, you will find cards displaying typical myths and misperceptions of violence and children. E.g. *If the children have only witnessed the violence, but have not been beaten themselves, it is not so bad.*

Many women arriving at Danner and other shelters hold this understanding. However, the following quote from a girl of 9 years is found on the other part of the card, and proves this understanding wrong:

*'I cannot concentrate in school, because I spend all the time thinking about whether my Dad is going to kill my Mum.'*

Please integrate the cards when training this session, by hanging them in the room from the beginning of the session. At some point, you can address them by e.g. asking participants if they recognize these statements from their own work, or what they make them think of? Or you can use them in other ways, fitting your participants and your training.

Do not reveal the other part of the cards until later, and do not tell the participants that these are all misperceptions.

Finally, show the other part of the cards, all representing quotes by children, which shed light on how children really respond to violence. You can use these to discuss the importance of respecting children's individual rights and needs, when working with survivors of domestic violence.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: SPEED DATING (20-30 MIN)

Introduce the warm-up exercise step by step

Divide participants into two groups and ask them to form two lines facing each other. Each 'dating' round consists of one question, which both parties in the 'couple' facing each other will answer.

- 5 minutes are devoted to each round, allowing 1 minute for preparing your own answer, and giving each participant 2 minutes to answer the question, telling the other one of an experience from their own private life.
- After the first round, all participants take one step to the right, finding themselves with a new 'partner'. The ones at the end of the lines, take their step right into the opposite line, so everyone continues to have a 'partner'.
- Control the time and rotation. Set a clock that rings when the time is up.

Introduce questions one at a time, followed by one round of speed dating and a rotation.

When one dating round is completed, move on to the next question without making time for reflection between the rounds.

You can choose to write the questions on the board, one at a time.



- 1) Tell about a situation in your childhood, where you did not understand what was happening, because no one told you.
- 2) Tell about a situation in your childhood, where you were afraid or anxious, but later found out there was nothing to be afraid of.
- 3) Tell about a situation in your adult life, where a decision affecting you directly was made without you being included you in it.

If you only have time for two rounds, make sure you have one question about a childhood situation (1 or 2) and question 3 about a situation in adult life.

Ask the participants to return to their seats. Ask them to pick one of their own experiences and write short notes answering the following questions:

- Describe the situation you remembered
- Choose three words to describe how you felt in this situation? E.g. 'surprised', 'hurt', 'indifferent'...

Save the notes for later – avoid sharing them in the group at this point. Move on.



## TRAINER PRESENTATION: CHILDREN AND VIOLENCE (30 MIN)

The trainer does a presentation of theory, covering the following:

- Children's ability to perceive and understand the world around them
- The consequences of violence for children: pre-natal and post-natal, including the effects of witnessing violence against one's primary caregiver (e.g. the mother)

**If you have time, and find it relevant, the film *Angry Man* (see session front page) could be shown here to further emphasize the points of your presentation.**



## DEBRIEFING THE EXERCISE AND PRESENTATION (20-30 MIN)

**Ask the participants to share their notes from the warm-up exercise. Reflect in plenary, using the below questions.**

Make sure to emphasize the distinction between viewing the child as an object and a subject. If relevant, question objectification of the child, using the arguments of the adult experiences and referring to the theory.

- What was new / useful for you?
- Did the presentation make you think differently about your experiences as a child?
- What does it mean for a person not to know what is happening?
- What did you learn about working with children, from this exercise?
- How does explanation / inclusion affect a person, who is facing an uncomfortable or confusing situation?
- Can this be transferred to your work? In which way?
- Will you do anything differently when you get back to work?

If you have not already done so, this is a good time to address the Myths and Facts Cards, by revealing the facts and using them to enrich the reflection and discussion, e.g. by asking: What did you learn from the Myths and Facts Cards?

## ROLEPLAY: INTERVIEW EXERCISE (30-45 MIN)

Introduce and provide the Child Prop. It can be a pair of glasses, a hat, a teddy bear, etc. Whoever wears the prop, will represent the child. This prop symbolizes the child's perspective and should be used throughout the training, every time someone speaks on behalf of a child.



Depending on the time available, choose either version 1 (all participants are active roleplayers, but if there are many participants, it could take quite some time) or version 2 (one roleplay directly involving four participants, less time-consuming).

### Version 1 – 45 minutes

- Divide participants into groups of four: one plays a child, one plays the mother, one plays the social worker and one observes the role play and takes notes.
- Give the groups 5 minutes to prepare. Encourage the use of props, including the Child Prop. Let them know how long you expect the roleplay to last.

Roleplay setting: The child has been exposed to or witnessed violence and the social worker receive the child and his / her mother at the shelter, for a conversation with the child about what has happened.

The purpose of the roleplay is to train methods in working with children, based on the theory introduced and the group reflections and discussions, as well as the Myths and Facts Cards. You can write down important points on a flip chart for all the groups to train, or simply instruct the participants to use whatever elements they find useful, when doing the roleplay.

- Start the exercise. Repeat how much time the roleplays are expected to last.
- After the roleplays, have a round where all groups briefly present the situation they played and one or two important findings they made, before moving on to debriefing the exercise and session in plenary.

**Version 2 – 30 minutes**

- Identify four participants to play: the child, the mother, two social workers.
- Give them 5 minutes to prepare. Encourage the use of props, including the Child Prop. Let them know how long you expect the roleplay to last.
- Instruct the rest of the group to observe and take notes.

Roleplay setting: The child has been exposed to or witnessed violence and the social workers receive the child and his / her mother at the shelter, for a conversation with the child about what has happened.

The purpose of the roleplay is to train methods in working with children, based on the theory introduced and the group reflections and discussions, as well as the Myths and Facts Cards. You can write down important points on a flip chart, or simply instruct the roleplayers to use whatever elements they find useful, when doing the roleplay.

- Start the roleplay. Repeat how long you expect the roleplay to last.
- As a trainer you can 'freeze' the role play, if you see something that could be done differently / better. E.g.:
  - The child is being limited in telling its story
  - The social workers try to protect and comfort the child, but actually neglect its feelings / what happened ('don't worry', 'don't be afraid', 'we don't have to talk about it anymore', etc...)
  - The child is not being included in the conversation
  - The mother or social workers assume things on behalf of the child

After the roleplay, allow for the audience to give feedback to the participants playing the social workers.

Remember to remind the audience of the feedback guidelines. If relevant, you can use the [introduction to feedback](#) as a handout, and choose to train a specific model.

### Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

#### The Role of the Sender of Feedback

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

#### The Role of the Receiver of Feedback

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One's own level of sensitivity can vary
- Remember that feedback is a helping hand

Remember to step out of the roles before moving on. E.g. by changing seats, simply saying “*Now we are back to being ourselves again, and to help us with that, we will all find a new seat.*” Or you can stand up and shake the roles off, or do something else to finalize the exercise and move on.

## DEBRIEFING THE ROLEPLAY AND SESSION: FOCUSING ON THE CHILD (20-30 MIN)

Have a plenary discussion of the roleplay, using some or all of the following questions:

- How did it feel being the child?
- What did you notice / learn about your own practice?
- Will you do anything differently when you return to work? What? Why?

Finally, allow 10 minutes for the participants to think about the whole session, and note down three important points they want to take with them in their daily work.







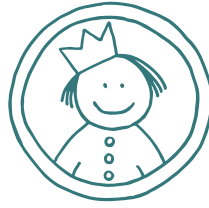


**“The children do not**  
know that he hits me. They have  
either been asleep, been in  
another room, or out.”

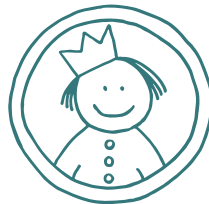


**“Mum told me**  
that she fell down the stairs with  
the laundry. But I know this is not  
true. My Dad pushed her.”

(Girl, 8 years)



**Children are too young**  
to understand the  
violence, so luckily, they  
are not affected.

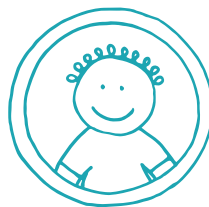


**“Mum – let’s not tell**  
the pedagogues that Dad hit you.  
We can just say that you fell.”

(Girl, 3 years)

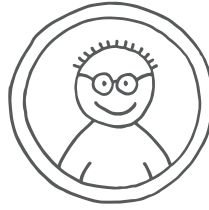


**“If the children have only**  
witnessed the violence,  
but have not been beaten  
themselves, it is not so bad.”

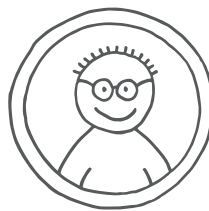


**“I cannot concentrate in school,**  
because I spend all the time  
thinking about whether my Dad is  
going to kill my Mum.”

(Boy, 9 years)



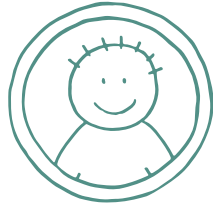
# Unborn children and infants are not harmed by domestic violence.



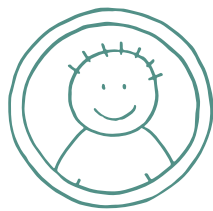
## Fact

Infants sense atmospheres intensely. Since they neither have language nor experiences to help them process it, they will be at increased risk of the violence settling in their bodies, for life, as anxiety, lack of trust, physical unrest or increased alertness.

The fetuses of pregnant women exposed to violence are continuously exposed to their mother's high levels of stress hormone. As a result, they are born with increased arousal, which can lead to high sensitivity and complicate the fundamentally important attachment to its parents.



**“It is not good to talk**  
with children about the violent  
episodes, because I see  
that it upsets them.”



**“I saw a psychologist at school,**  
because I was not feeling well. She  
talked a lot about animals and their  
feelings. It is a lot better to talk to  
you: you name it, what it is.”

(Girl, 9 years)



# THE SOCIAL ECOLOGICAL MODEL

## ACTIVITY TYPES

Trainer presentation / brainstorm / discussion and reflection

### SHORT DESCRIPTION

The Social Ecological Model provides a full scale view of the concept of violence against women, ranging from the individual level to the societal level. The model is crucial in fully understanding the dynamics of the problem, and holds the key to efficient prevention and elimination.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Explain the links between the different levels of the Social Ecological Model
- Apply a holistic approach when discussing and analyzing root causes and consequences of violence against women

### ADVANTAGES

This session equips participants with an overview, which is often missed when working in one specific area. The Social Ecological Model is a key tool to explaining violence against women, whether the purpose is education, analysis, fundraising, advocacy, etc. As such, this session can be a very meaningful element in any training, and especially links well to sessions in [Violence and Rights](#), such as e.g. Conventions, Defining Violence – GBV and VAW, and Advocating for Women’s Rights.

The exercise can be facilitated in different ways, depending on the size and profile of the participant group.



1-1½ HOURS



6-24 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on the Social Ecological Model.
- Decide which version of the model you want to work with: four or five levels.
- Make the graphic illustrations you need, including learning objectives and the Social Ecological Model.
- Prepare a short presentation of the model.
- Decide which type of brainstorm you will do, based on the number of participants.

## Materials

- Flip chart paper
- Markers
- Post-its and pens
- Sticky tack
- Hats – or some other prop to mark the different profiles in the thinking hats brainstorm

## Notes to trainer

Be aware of the following during the session

- Some participants might think one level of the model is more important than the others. This is only natural, as e.g. a psychologist focuses more on the personal and relational elements of violence, while e.g. a women's rights activist mainly sees the problem from a structural, societal point of view. The purpose of the exercise is to show that all levels are related to each other, and that the concept of violence against women is very complex – both related to root causes, consequences and solutions. This can spark interesting and fruitful discussions and uncover blind spots. It can create a feeling of togetherness in a diverse group, or it can widen the horizon for a more homogenous group.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### **Thorough introduction to the model (full academic article by professor Lori Heise):**

[www.researchgate.net/publication/11127184\\_Violence\\_Against\\_Women\\_An\\_Integrated\\_Ecological\\_Framework](http://www.researchgate.net/publication/11127184_Violence_Against_Women_An_Integrated_Ecological_Framework)

### **Brief intro to the model (by the WHO):**

[www.who.int/violenceprevention/approach/ecology/en/](http://www.who.int/violenceprevention/approach/ecology/en/)

### **Article about the fifth – global – level (by Emma Fulu and Stephanie Miedema):**

<https://journals.sagepub.com/doi/full/10.1177/1077801215596244>

# BACKGROUND PAPER

# THE SOCIAL ECOLOGICAL MODEL

## **VIOLENCE IS NOT AN INDIVIDUAL PROBLEM**

In order to understand violence against women, it is necessary to look beyond individual incidents of violence – we need to look at patterns and mechanisms in communities and societies. It is important to discard the understanding that violence is a private matter, which only happens within the home and should be dealt with in that same sphere.

The Social Ecological Model, among others used by the WHO, describes how a variety of factors, on different levels, influence violence.

### **The individual level**

Violence is not an individual problem, nor responsibility, but a person's specific life experience can result in increased vulnerability towards perpetrating violence or to finding it more difficult to break away from a violent relationship. The following factors can play a role: Childhood neglect and abuse, mental illness, personality disorders and alcohol and substance abuse.

### **The relational level**

Close personal relations such as family and friends can influence the risk of becoming a violence perpetrator or survivor later in life. If the relationships with parents, siblings or friends include violent behaviour, it increases the chance of a person taking on or accepting that type of behaviour as well.

### **The local community level**

Communities and institutions in society, where social relations and norms are shaped and maintained, represent values, mentality, culture and attitudes, which play an important role in defining what is socially acceptable. It can be schools, neighbourhoods, workplaces, clubs, groups – but also e.g. the police as an institution.

This level is also referred to as the institutional level.

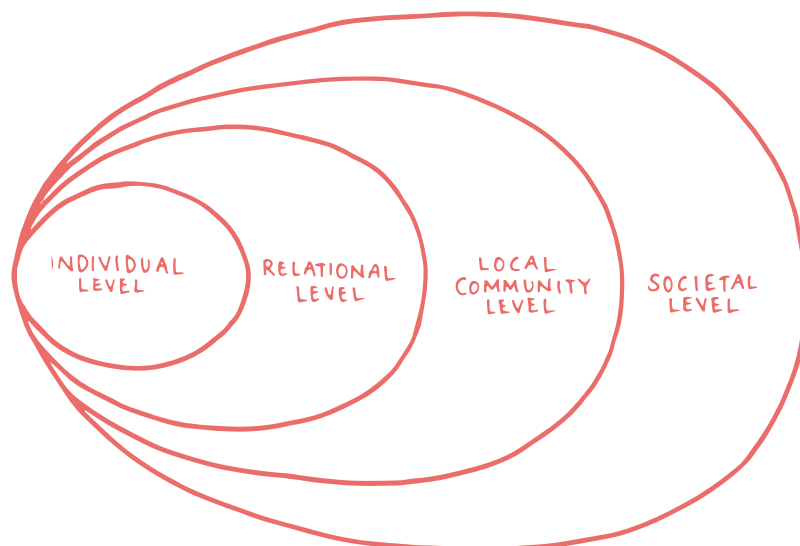
### The societal level

Societal cultural and social norms define gender roles and gender equality. Lack of gender equality is linked directly to high levels of violence against women. But even so, the 'Nordic Paradox' refers to the peculiar situation where gender equality is high, but at the same time levels of violence against women are quite high. This can be explained by patriarchal norms, where some men see themselves as superior to women and – when gender equality increases – increasingly assert their superior position by violent means.

## THE BIG PICTURE – PROTECTION AND PREVENTION

In order to efficiently combat violence against women, including domestic violence, it is absolutely crucial to take all levels into account. Protection and treatment should be offered to families as well as individuals, and both survivors, perpetrators, and not least children, should be assisted, in order to make a real impact.

Prevention measures have to address legal frameworks, as well as the norms that breed violence and allow for it to take place.



## A FIFTH LEVEL?

### The global level

Some suggest a fifth level: the global level. This level is added here as optional, as its relevance depends on the context in which you use the model. However, in today's globalized world, we should be aware that this level is always present.

The global level looks at supranational factors, such as climate change, war and conflict, migration flows, sudden social change, global trends (e.g. #metoo), international crime (e.g. human trafficking), [international conventions](#), etc. If you work with e.g. [violence against migrant women](#), this level is highly relevant.

See more about the global level in this article:

<https://journals.sagepub.com/doi/full/10.1177/1077801215596244>

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### EXERCISE: THINKING HATS BRAINSTORM

The thinking hats brainstorm works best with a participant group of 6-12 participants. If you have a larger group, an alternative exercise is provided below.



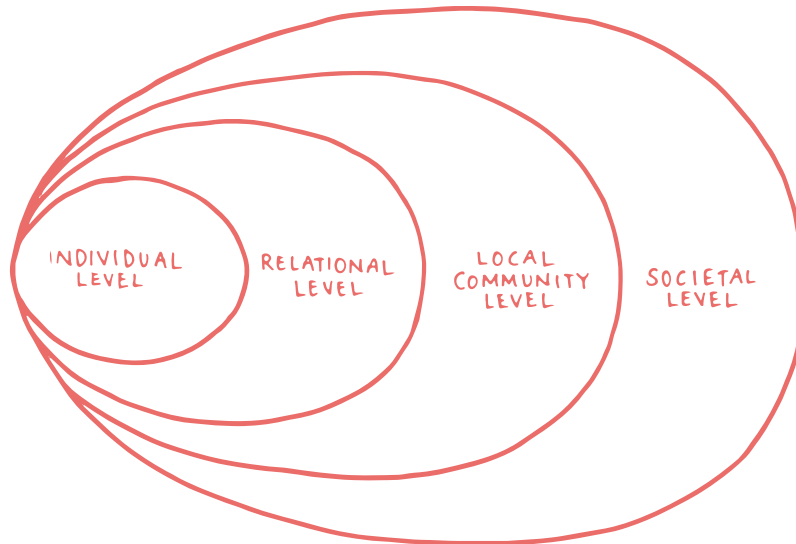
#### PART 1: THINKING HATS BRAINSTORM (15 MIN)

By assigning different profiles to the participants, you make sure to cover different areas. Choose the profiles beforehand (e.g. a police officer, a conservative religious leader, an activist, an economist, a state official, a violence survivor, shelter staff, etc.)

- Assign the different profiles to the participants. They will either represent the profiles individually or in pairs. The profiles should be visible (written on a sticker, a badge, a paper hat, etc., which the participants will wear)
- Instruct the participants to respond to the below question, by all the examples they can think of. Write each response on a separate post-it.
- Remind them to only respond from the perspective of their assigned profile.
- Give them 10 minutes. Start and stop the brainstorm.

**Brainstorm question: Which problems are related to violence against women?**

- Prepare a flipchart with the Social Ecological Model. Do not yet show it to the participants.



When the brainstorm is finished, tell the participants that you will now move on, but that you will return to the second part of this exercise later.

**TRAINER PRESENTATION (10 MIN)**

**Make a brief presentation, where you introduce the Social Ecological Model.**

- Show the flip chart where you have drawn the model, and explain the levels.
- Use a few examples on each level, and emphasize that the levels are inter-related and responses to the challenge of violence against women should address all levels in order to be efficient.

**PART 2: THINKING HATS BRAINSTORM (15 MIN)**

- Now, ask the participants to 'put their thinking hats back on'.
- Ask them to place their post-its on the flip chart with the Social Ecological Model, on the level where they believe they belong. Ask them to remove identical ones. If they have difficulty placing some of the post-its, you collect those.
- When everyone is done, have a plenary discussion of each of the post-its that were hard to place, and decide where they should go.
- Go through the full model with all post-its, encouraging participants to reflect over where the problems are placed, and how they are interrelated. You can use this type of questions to inspire the discussion: *Are some problems found on more than one level? Why? Or: Can you point out 'paths' across the four levels, showing the structure of the problem?*

## DEBRIEFING THE EXERCISE (20-30 MIN)

Have a plenary discussion, using some or all of the following questions.

- What happened when you took on your profiles?
- How did it feel to have to think about this theme from a specific (maybe unfamiliar) perspective?
- Was there something you noticed in particular during the thinking hats brainstorm?
- Was it easy or challenging to place the post-its on the four different levels? Why?
- Did you notice anything in particular in the post-its produced by the others?
- What did you learn from using the Social Ecological Model to map problems in this field?
- What are the strengths of using this model?
- What are the challenges of using this model?
- Is this way of thinking about violence against women new to you?
- How can this model be applied in your daily work – if at all?
- Do you see other work areas where the model could be useful?
- Will you do anything differently when you return to work? What?



### ALTERNATIVE EXERCISES

1. Thinking hats with a large group: Create smaller groups, who each will do a thinking hats brainstorm. Finally gather all the input.
2. Do a classical brainstorm in plenary.
3. Do a brain walk / bus stop brainstorm, where each station represents one of the levels in the Social Ecological Model. In this case, where the participants will work directly in the model, you have to do the trainer presentation first.

NB: Consider pros and cons of providing knowledge about the model before or after the brainstorm, before you choose the brainstorm type.

## SUM-UP OF THE SESSION (5-10 MIN)

The purpose of the sum-up is to extract the most important learning outcome of the session.

Invite the participants to take a couple of minutes to reflect and write down the most important insight they take with them from this session. Hang the post-its on a wall and read them out loud or have everyone read them in silence.





# WORKING WITH VIOLENCE

## TARGET GROUPS

Staff at shelters and related services

**W**orking with Violence is an all-round introduction to working directly with survivors of domestic violence – covering both women and children. It is chronologically structured; from the first contact between the survivor and the help service, through staying at a shelter, to leaving the shelter, pursuing a life free from violence. Introducing relevant theory, it provides a wide variety of directly applicable hands-on tools, always adapting them to the specific context of the participants. Working with Violence will strengthen your efforts to help women and children survivors of domestic violence.

## LEARNING OBJECTIVES

This module will equip the participants to

- Employ a number of specific tools and methods in their daily work with both women and children survivors of domestic violence
- Explain and apply a Narrative Approach to working with domestic violence survivors
- Describe the general phases of a shelter stay and use this knowledge to apply relevant tools at different stages



## TABLE OF CONTENTS

### SHOWING THE WAY

#### Background paper

Central and decentral positioning

### ADMISSION TO THE SHELTER

#### Background paper

How to use this session

#### Handout

Handout 1: Make your own telephone guide

Handout 2: Make your own risk assessment tool

Handout 3: Make your own admission check list

### CONVERSATION TECHNIQUES – WOMEN

#### Background paper

Narrative approach

Shelter phases and conversation types

#### Handout

Handout 1: The first conversation

Handout 2: General tips for talking to women about violence

Handout 3: Active listening

Handout 4: Externalization

### CONVERSATION TECHNIQUES – CHILDREN

#### Background paper

The mother-child relationship

Conversations with children

#### Handout

Handout 1: General tips for talking to children about violence

Handout 2: Simple and clear language



### TREE OF LIFE

#### Background paper

How to use the tree of life

#### Handout

Tree of life (illustration)



### LEAVING THE SHELTER

#### Background paper

Tools to ease the move

Aftercare



# SHOWING THE WAY

## ACTIVITY TYPES

Drawing exercise / trainer presentation / brainstorm / participants' tasks

### SHORT DESCRIPTION

The essence of this exercise is for the participants to be(come) comfortable with taking on the role of guide and Showing the Way. This role can be relevant e.g. during the initial shelter phase of stabilization, mainly related to practical matters and planning, but also during some types of conversations, where the shelter worker or therapist need to assume the role of an expert. This skill is trained by assigning small tasks to the participants, which they are responsible for facilitating at some point during the training. As such, it is not a normal session, which should be facilitated from A to B, but rather an element, which can be blended in with another session, over the course of one or more days. The relevance of learning to Show the Way may vary from shelter to shelter, depending on cultural setting, level of professionalism, etc. But it can be a good way to explore the skills of the participants, as they are forced to act and reflect over their own role.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Act as a clear guide for women and children in need of structure and direction.

### ADVANTAGES

This exercise is very flexible and can be mixed with any other session, and its content can be varied endlessly. The skill of Showing the Way is relevant in many contexts, and will boost the participants' professional self-confidence. The role of the guide is relevant to discuss in relation to the Human Rights-Based Approach (see Violence and Rights), as well as in relation to Conversation Techniques for Women and Children (also found in Working with Violence), where the role of the shelter worker can take different forms.



30-40 MINUTES



6-15 PARTICIPANTS

## PREPARATION

- Decide beforehand if you want to specify which tasks the participants should perform, or whether they can choose freely. Also consider whether the tasks could be parts of the program you have already prepared, e.g. recaps of yesterday's learning, energizers or facilitation of a brainstorm?
- If you have a large participant group, consider teaming them up in pairs, but be aware that all individuals should be able to train the skill of Showing the Way.
- Make sure to make time in your program for the participants to facilitate their tasks.

## Materials

- Paper and pens
- Markers
- Sticky tack
- Others, depending on which tasks the participants will perform

## Notes to trainer

Be aware of the following during the session

- Instruct the participants to coordinate with you regarding when they will take the floor.

## MORE INFORMATION

Please see Toolboxes, specifically [Energizers, Icebreakers and Teambuilding](#) or [Daily Recaps and Evaluations](#) for inspiration to different exercises, which could work well as tasks.

# BACKGROUND PAPER

## SHOWING THE WAY

### SHOWING THE WAY FOR WOMEN AND CHILDREN – OR YOUR FELLOW PARTICIPANTS

The purpose of this exercise is to engage participants and train their ability to act as guides or leaders. In this case the task is to facilitate different small exercises or energizers, during the training, but the point is to be(come) comfortable in the role, and to be able to have a plan, give directions and speak in a clear and easily understandable language and tone of voice.

The task includes:

- Introducing
- Instructing
- Setting the frame
- Conducting
- Involving the other participants
- Rounding off

This ability can be transferred to the role of guide for the women and children in a situation of crisis, where they need a strong person by their side, showing the way.

### CENTRAL AND DECENTRAL POSITIONING

As a shelter worker you can take either a central or a decentral position when working with violence survivors.

#### Decentral position: The Violence Survivor as Expert

[The Narrative Approach](#) recommends a decentral position, letting the woman or child occupy the central position, as they are experts in their own lives. This positioning supports empowerment, as the personal values, experiences, perceptions and choices of the woman or child are acknowledged. The shelter worker listens and asks questions carefully designed to explore what is important to the woman or child, and what that says about their agency, skills and values. Their positive life stories become clearer and their self-confidence is strengthened.

The decentral position complies with a [Human Rights Based Approach](#), as it respects the personal space and integrity of the violence survivor. Both are strong elements in supporting empowerment of the violence survivor, which is key to sustainable changes in that person's life. This position is especially helpful when being able to work in-depth and long-term with a violence survivor. But it should always be prioritized to the extent that it is useful and possible.

### **Central position: The Shelter Worker as Expert**

Sometimes it can be useful to assume a central position. A shelter worker in a central position assumes the role of expert, and provides knowledge or guidelines. She acts as a guide, in order to give the woman or child a feeling of safety and stability. This is often the primary need of a newly-arrived shelter resident, but it can also be relevant at other times, e.g. when using theoretical knowledge to help the woman understand her own situation or reactions. One example is the [Spiral of Violence](#), which is a model that can help the woman understand how she ended up in an abuse relationship.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objective of this exercise and the way it will play out: each participant is assigned or chooses a task, and will perform it at some point during the training.

The learning objective should be visible to the participants. Hand-write it on a flip chart or coloured paper or use **graphic facilitation**: draw a guide figure. Hang it so you can revisit it with the participants. Remember: Visual aids enhance the learning process.

A task can be many things. It can be games or exercises, which the participants facilitate. You can ask them to come up with their own task, or use e.g. the Energizers and Teambuilding Toolbox or the Daily Recaps and Evaluation Toolbox for inspiration (both found under Toolboxes and Models). The idea is that the participants train their ability to act as guides, and in doing so make sure to go through all of the following six steps: *Introducing, instructing, setting the frame, conducting, involving the other participants in and rounding off the activity.*

### DRAWING EXERCISE: YOURSELF AS A GUIDE (15 MIN)

The participants will draw their perception of a good guide.

- Start by handing out sheets of paper and different markers. One sheet of paper per participant.
- Ask the participants to draw themselves as the guide they want to be for women and / or children at their workplace. Maybe they feel they master the role well, or they would like to strive for certain skills of guiding. Both are equally relevant and interesting for the exercise.
- Emphasize that the drawings do not need to be masterpieces, but they should show how you perceive a good guide.
- Give the participants 10 minutes for the exercise and instruct them to work in silence.





## TRAINER PRESENTATION: CENTRAL AND DECENTRAL POSITIONING (10 MIN)

Make a short presentation, where you

- Introduce the concepts of taking a central versus a decentral position as a shelter worker. Please see the Background Paper on Showing the Way for inspiration.
- Explain the decentral position, using the example of the [Narrative Approach](#), where the woman is herself at the centre of her life and her decisions.
- Explain the need for the shelter worker to assume a centralized position in some situations: e.g. during the initial, often chaotic, stabilization phase of a shelter stay, or at times when it is relevant to include theoretical knowledge in conversations with the woman, in order for her to be able to understand the violence she has been through, or the reactions of herself or her children, etc.



## BRAINSTORM: THE TWO POSITIONS (10-15 MIN)

In plenary, have a short brainstorm where participants give examples of situations where they assume the two positions.

The brainstorm exercise is intended to inspire the way the participants can think of their own position more consciously. If they assume one of the two positions to an overwhelming extent, make sure to explore why this is so. Ask follow-up questions such as:

- Why do you think you almost always take this role in your work?
- How does it feel to take this role? How does it help the woman / child?
- Do you see situations where it would be helpful for you to assume a different role?
- Do you find one of the two roles difficult? Why?

Depending on the participants' general understanding and approach to shelter work, it can be relevant to link the question of the guide role to the Human Rights Based Approach (see Violence and Rights) in order to discuss specifically what lies within the role of a guide, and what does not. It is important to always emphasize that the woman is herself entitled to and responsible for making decisions about her life, and that the best way to support her empowerment, is to support her ability to run her own life.



## PLANNING: RE-VISITING THE DRAWINGS AND DIVISION OF TASKS (20 MIN)

Ask the participants to look at their drawings again.

- Based on the presentation and the discussions of the different roles one can assume, give them 3 minutes to formulate the three most important skills they want to train, related to being a good guide, and write them on their drawings.
- Hang the drawings around the room. They will work as individual learning objectives for the participants.

Finally, identify tasks for each participant – or instruct them to choose their own tasks and coordinate with you to find time in the program. Remind them to cover all six steps, when performing their task.

# ADMISSION TO THE SHELTER

## ACTIVITY TYPES

Brainstorm / trainer presentation / group work / roleplay / discussion and reflection / toss the ball

### SHORT DESCRIPTION

This session focuses on the initial contact between the woman and the shelter, and provides three tools for the shelter workers in order to secure the best possible admission to the shelter: The Telephone Guide, The Risk Assessment Tool and The Admission Check List. Introducing such tools will secure a uniform and high-quality standard for receiving and hosting women at the shelter.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Explain the importance of admission criteria for shelters / help services for violence survivors (optional)
- Conduct the initial conversation with a woman survivor of violence by telephone
- Work systematically when conducting an assessment of risks and admitting a woman to the shelter

### ADVANTAGES

The overall focus of this session is on the participants producing tangible products, which can be implemented in their daily work. The session is very comprehensive and exercises can easily be adapted to fit the needs of the participants, the time available, etc. It can work equally well as a whole, or parted into three individual sessions. With an Admission Check List, data about women survivors of violence can be gathered systematically. This data can be used in advocacy work, so it is relevant to link the Admission Check List to the session on Advocating for Women's Rights (found in [Violence and Rights](#)).



5-8 HOURS



6-30 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the Background Paper on Admission to the Shelter.
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts.
- Prepare short presentations, as described in the session.
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Handouts, for inspiration (found in the [Shelter Guide](#)):
  - Telephone Guide (page 9)
  - Risk Assessment Tool (page 10)
  - Admission Check List (page 13)
- Handouts, for doing exercises (found after the session text):
  - Telephone Guide Template
  - Risk Assessment Tool Template
  - Admission Check List Template

### Notes to trainer

Be aware of the following during the session

- Be sure to make a careful needs assessment of the participants before embarking on this session. They may already have some of the suggested tools, in which case you can adapt the exercises (as described in the Background Paper on Admission to the Shelter), or simply omit whole parts of the session.
- The session is very long, and methods are repeated throughout the session, risking making it seem lengthy or heavy for the participants. It is recommended to vary the methods, include energizers (see [Toolboxes](#)) and maybe break the session up into smaller parts, mixing them with other material.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### Danner material on admission to the shelter

[How We Work](#) (pages 60-61, 64-69)

[The Shelter Guide](#) (pages 9-13)

# BACKGROUND PAPER

## ADMISSION TO THE SHELTER

This background paper is different from most others, in that it is less a theoretical backdrop and more a practical user's guide for the session.

### THE STRUCTURE OF THE SESSION

This session focuses on developing not less than three tools. They could all carry a session in themselves, but have been gathered in one session because they all belong to the very initial part of a shelter stay; the first contact. The three tools are:

- Telephone Guide
- Risk Assessment Tool
- Admission Check List

The session introduces similar, but not identical, set-ups for the three parts: After a trainer presentation, there will be group work based on examples for inspiration, followed by presentations of the group work, and feedback from the other participants. After a debriefing, there is time for making adjustments to the product, based on the feedback and debriefing.

### HOW TO USE THIS SESSION

**Despite the structure described in the session, you can choose to vary it in order to adapt it to the specific needs of the participants. Here are some ideas:**

Depending on the knowledge and experience of the participants, you could start with a brainstorm on what e.g. a Risk Assessment Tool should include. Based on the brainstorm outcome, you decide whether or not there is still a need to do the trainer presentation, to fill in some more information. If the participants already have e.g. a Telephone Guide, you can make a short presentation, skip the group work and go straight to participants presenting their guides and continue from there...

The KADI model (Keep – Add – Drop – Improve) is only suggested when developing one's own Admission Check List. It can of course be used for the Telephone Guide and Risk Assessment Tool, as well, as can other models of assessing and modifying existing material. Feel free to use whichever method you feel comfortable with and see fit.

If time is limited, you can omit or limit the feedback exercise, e.g. by doing it in groups instead of in plenary, which can be time-consuming.

The roleplay exercise is only suggested with the Telephone Guide. It can of course also be used to train the use of the Risk Assessment Tool and the Admission Check List, if it is of relevance to the participants and if time permits.

Roleplays generally add significantly to the learning outcome, and thus to the chance that participants will be able to change their work habits, e.g. by implementing a new tool.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or [use graphic facilitation](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### PART 1: TELEPHONE GUIDE

#### TRAINER PRESENTATION: FIRST CONTACT (15-20 MIN)

Give a short presentation where you sum up typical characteristics of a woman contacting a shelter for the first time and introduce guidelines for the shelter worker at this point.

- Typical characteristics: urgency, danger, chaos, feelings of guilt and shame, trivializing the violence, etc.
- It might be the very first time that the woman shares her story with anyone, and the most important role of the shelter worker is to make her feel heard and comfortable to contact the shelter again.
- It is important to acknowledge the woman and her story, assess her needs, and define the next step. No step is too small: It can be calling back tomorrow, coming to the shelter, involving a friend for help, securing property (e.g. personal papers), etc.

[The Shelter Guide](#), page 9, shows an example of a telephone guide, which you may find useful for inspiration. It can also be used as a handout to the participants. You can also use the [Background Paper on Conversation Techniques for Women](#) for inspiration.

Make sure to leave the main point and tips visible for all participants, for inspiration during the following exercise.



## ADMISSION CRITERIA

Also touch upon the importance of admission criteria, in order to decide whether or not a woman who contacts the shelter is within the target group or not. The definition of the target group can vary from one shelter to another, but it is very important to have a clear procedure for who can enter the shelter. E.g. substance abuse, mental illness, homelessness (but no violence), etc. can play a role with regards to admission criteria. It might be relevant to have a separate exercise on the topic of admission criteria and screening procedure. If the participants have not yet considered this at all, or if they often experience challenges in this regard, dedicate more time to develop the necessary tools. You can use the other exercises from this session for inspiration.



## EXERCISE: MAKE YOUR OWN TELEPHONE GUIDE (45-60 MIN)

- Divide participants in groups of 3-5. Grouping colleagues from the same shelter is recommendable, in order to reach a common understanding and terminology.
- Hand out the Telephone Guide Template, one to each group.
- Clearly specify how much time you expect the group work to take.
- Keeping in mind the important elements of the first contact, the groups now have to create a question guide for the first telephone contact, which can be implemented when returning to work. The guide should include the following write it on a flip chart, so all can follow during the exercise:
  - 3 attitudes (the approach of the shelter worker)
  - 3 messages (important things to say)
  - 5-10 specific questions (important things to uncover about the woman's situation)

Bring the participants back to plenary. Each group now presents their work, getting feedback from the trainer and the other participants. Inform the participants that they will have time to adjust their telephone guides after the feedback round, if they find it relevant. When giving feed-back, please remind the participants of the Feedback guidelines:

Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

### The Role of the Sender of Feedback

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

### The Role of the Receiver of Feedback

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One's own level of sensitivity can vary
- Remember that feedback is a helping hand

Allow time for the groups to adjust their telephone guides, based on the feedback they get.

## DEBRIEFING THE EXERCISE (15 MIN)

### Debriefing questions

- How did it feel working with the telephone guide?
- Do you think it can be implemented in your daily work? Why? Why not?
- If yes, will this make a difference in your work? How?



## ROLEPLAY: THE FIRST CONTACT BY TELEPHONE (20 MIN)

### The participants will now do roleplays, using the telephone guides they have just made

Make clear to the participants that this exercise will not focus on screening the woman who calls, but on the violence that happened and her needs in this situation.

- Ask the participants to form groups of three: one plays a woman calling a shelter, one plays the shelter worker who answers the phone and one takes notes and pays attention to 1) if the needs of the woman were identified and 2) if the next step was defined.
- Place the roleplayers who play the woman and the shelter worker on two chairs, back to back without any physical contact. They should not be able to touch or see each other.
- Instruct the roleplayers, who play the women, to use a realistic, but not the most extreme case, they know from their work. Using an extreme case, will only complicate the purpose of the exercise: to practice and test the telephone guide.
- Inform the participants of how much time you expect the roleplays to take. Start the exercise.



After the exercise, give the participants who took notes 3 minutes to share their observations with the two roleplayers. Gather the participants in plenary for the debriefing.

## DEBRIEFING THE EXERCISE (30-60 MIN)

### Have a discussion of the roleplay, using some or all of the following questions

- What went well?
- What was challenging? Why?
- How did it feel, not being able to see the person you spoke to? For the woman?  
For the shelter worker?
- How did the telephone guide work? Was it easy to use? Did it miss important elements?
- How will you implement it?
- How will you share it with your colleagues?
- How will you make sure that it is updated?



Finally, give the participants 10 minutes to make amendments to their telephone guides if they want. You can also allow time for the groups to work on implementation plans.

## PART 2: RISK ASSESSMENT



### TRAINER PRESENTATION: RISK ASSESSMENT (15 MIN)

#### Give a short presentation where you

Introduce the concept of risk assessment, explain the importance of performing a risk assessment, and what it contains. Make sure to include digital safety: modern technology makes it possible to trace a person through the use of phone, social media, etc. [The Shelter Guide](#), page 10, lists suggestions to risk assessment questions and alert points, which you may find useful for inspiration. It can also be used as a handout to the participants.

You can choose to include the violence typologies of Michael Johnson: Intimate Terrorism and Situational Couple Violence – see the [Background Paper on the Four Types of Violence](#) for inspiration. As the perpetrators of these two types are very different in terms of risk, it is very relevant to identify whether the woman is exposed to violence from an intimate terrorist, when doing a risk assessment.

It is also important to include violent social control of women based on a cultural understanding of women's sexuality as the honor of the whole family, when assessing the risk, including identifying potential perpetrators.



### BRAINSTORM: RISK FACTORS (10 MIN)

#### Have a short brainstorm on the main elements of a risk assessment: specific alert factors and which factual information to include.

- Introduce a case where a woman, who has been exposed to domestic violence, arrives at the shelter.
- Use a flipchart to note down the participants' input.
- If needed, fill in the gaps to make sure the brainstorm includes all the important parts of a good risk assessment.
- Leave the flipchart visible to all the participants, to serve as inspiration for the next exercise.

For the brainstorm, you can choose to make a simple drawing of the woman and write important information about her situation on a flipchart. Remember: Visual aids enhance the learning process.

## EXERCISE: MAKE YOUR OWN RISK ASSESSMENT TOOL (40-60 MIN)



- Divide participants in groups of 3-5. Grouping colleagues from the same shelter is recommendable, in order to reach a common understanding and terminology.
- Hand out the Risk Assessment Template, one to each group.
- Clearly specify how much time you expect the group work to take.
- Based on the trainer presentation and the brainstorm, the groups now have to create a Risk Assessment Tool, which can be implemented when returning to work.

Bring the participants back to plenary. Each group now presents their work, getting feedback from the trainer and the other participants. Inform the participants that they will have time to adjust their Risk Assessment Tools after the feedback round, if they find it relevant. When giving feedback, remember:

Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

### The Role of the Sender of Feedback

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

### The Role of the Receiver of Feedback

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One's own level of sensitivity can vary
- Remember that feedback is a helping hand

Allow time for the groups to adjust their Risk Assessment Tools, based on the feedback they get.

## DEBRIEFING THE EXERCISE (30-60 MIN)



### Debriefing questions

- How did it feel working with the Risk Assessment Tool?
- What went well?
- What was challenging? Why?
- Do you think it can be implemented in your daily work? Why? Why not?
- If yes, will this make a difference in your work? How?
- How will you implement it?
- How will you share it with your colleagues?
- How will you make sure that it is updated?

Finally, if relevant, you can choose to give the groups additional time to work on implementation plans.



## PART 3: ADMISSION CHECK LIST



### TRAINER PRESENTATION: ADMISSION CHECK LIST (15 MIN)

#### Give a short presentation where you

Introduce the concept of a check list and its advantages: It secures a common standard for the women who stay at the shelter, and it makes it possible to systematically gather data and make simple statistics (age, length of stay, reasons for admission, types of violence, etc.), which can be used e.g. for advocacy purposes.

[The Shelter Guide](#), page 13, shows an example of an admission check list, which you may find useful for inspiration. It should also be used as a handout to the participants.



### EXERCISE: MAKE YOUR OWN ADMISSION CHECK LIST (40-60 MIN)

- Divide participants into groups of 3-5. Grouping colleagues from the same shelter is recommendable, in order to reach a common understanding and terminology. If this is not possible, the groups are to make a generic list, which can be adapted to each organization upon return from the training.
- Hand out the example of an Admission Check List, found on page 13 in the Shelter Guide. One to each group.
- Hand out the Admission Check List Template, one to each group.
- Clearly specify how much time you expect the group work to take.
- The groups now go through the check list example provided by the trainer, adapting it to their own context by filling in the template, using the KADI model (Keep – Add – Drop – Improve):
  - K: Which elements / questions are compatible with your organization – and should be kept?
  - A: Which should be added?
  - D: Which should be dropped?
  - I: Which can be improved?

Bring the participants back to plenary. Each group now presents their work, getting feedback from the trainer and the other participants. Inform the participants that they will have time to adjust their Admission Check Lists after the feedback round, if they find it relevant.

When giving feedback, remember:

Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

**The Role of the Sender of Feedback**

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

**The Role of the Receiver of Feedback**

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One's own level of sensitivity can vary
- Remember that feedback is a helping hand

For more on how to give good feedback, see the [feedback toolbox](#).

Allow time for the groups to adjust their Admission Check Lists, based on the feedback they get.

**DEBRIEFING THE EXERCISE (30-60 MIN)**

Have a discussion of the usefulness of the Admission Check List, based on these questions

- How was it to develop your own Admission Check Lists? Easy? Challenging? Why?
- What are the advantages / disadvantages of using a check list?
- Do you think it can be implemented in your daily work? Why? Why not?
- If yes, will this make a difference in your work? How?
- How will you implement it, making sure it will be used consistently?
- How will you share it with your colleagues?
- How will you make sure that it is updated?

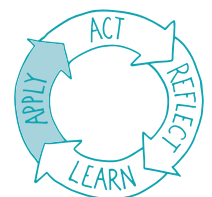
Finally, if relevant, you can choose to give the groups additional time to work on implementation plans.



**SUM-UP OF THE SESSION (5 MIN)**

The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.

Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one or two important points they have learned during this session, and which they want to take with them in their daily work.









## Make your own Risk Assessment Tool

### FACTUAL INFORMATION

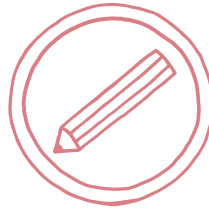
Which kind of factual information do you need to include in the risk assessment file?

### ASSESSING THE RISK

Write down questions designed uncover the type and seriousness of the risk(s)

### RISK MITIGATION MEASURES

Which risk responses are relevant and available?



## Make your own Admission Check List

### WHAT TO INCLUDE IN AN ADMISSION CHECK LIST?

Consider which purpose your Admission Check List should serve: is it for data collection or for filing information about the woman's progress for internal operational use. Or maybe both? Design the list accordingly.

A series of horizontal dotted lines for writing.



A series of horizontal dotted lines for writing, spanning the width of the page.

# CONVERSATION TECHNIQUES WOMEN

## ACTIVITY TYPES

Trainer presentation / roleplay / discussion and reflection / brainstorm / pair work / decision making (dotmocracy)

## SHORT DESCRIPTION

This session provides practical training in conversation techniques for talking to women survivors of domestic violence about their experiences. It provides an overview of the different stages of a shelter stay and correspondent conversation types, and it introduces the Narrative Approach, both theoretically and practically. The session is rather large and complex, and requires careful preparation. Depending on partly the preparation, partly the need of the participants, it can be stretched over two days or more.

## LEARNING OBJECTIVES

After the session the participants will be able to

- Account for and use central concepts of the Narrative Approach
- Apply specific conversation techniques in their daily work with women survivors of domestic violence

## ADVANTAGES

Participants acquire hands-on skills, which can be implemented in their daily work. They practice them in a safe learning environment and get feedback from their peers. The exercise is very experience-based, as the content of the second part of the session is identified through an analysis of the participants' own practice. The exercise provides an introduction to the Narrative Approach, thus potentially opening up the interest to learn more about this methodology. More Information includes a link to free online material on the Narrative Approach in different languages.



3 HOURS-DAYS



6-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the Background Paper on Conversation Techniques for Women, as well as the four handouts. Please notice that the background paper encourages further reading as a part of the preparation.
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts.
- If possible, prior to the training, have a dialogue with a representative of the participants in order to determine the most relevant conversation techniques to train. If this is possible, you can omit the part of the session, which is titled 'Part 1'. In this case, you can consider whether introducing the five Phases Shelter Model is relevant or not.
- If you are not able to assess the needs beforehand, be prepared that the content of the second part of the session will be identified on the first day, leaving you with some preparation to do for the second day.
- If you choose the alternative to the first exercise, prepare a fictive narrative for this exercise.
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).

### Materials

- Flip chart paper and markers
- Pens and note paper
- Sticky tack

### Notes to trainer

Be aware of the following during the session

- The opening exercise – where participants are asked to share a story of a personal failure – requires that they feel safe enough to share such a story. If the learning space and mutual relationships between the participants are not (yet) fit for this type of exercise, you risk either 1) forcing them into an uncomfortable situation or 2) that the exercise simply does not work. Make this assessment carefully beforehand. An alternative to the exercise is provided, for which you will need to prepare a case in writing.
- This session is largely based on roleplaying exercises. If the participants are not comfortable with this type of exercise, make a focused effort to support them in getting used to it, find ways to 'protect' the participants who are most uncomfortable by giving them roles as e.g. observers, or ease the pressure by primarily working in small groups when doing the roleplays (as opposed to doing a roleplay in front of the whole group).

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### Danner material on shelter phases and conversation types and techniques

[How We Work](#), pages 55-148 (for an overview, see page 58-59)

[Shelter Guide](#), pages 14-16

### Danner material on the Narrative Approach

[How We Work](#), pages 25-28

### Other sources on the Narrative Approach

<https://dulwichcentre.com.au/#> – choose 'Resources' and find, among others, online courses, articles and resources in other languages.

# BACKGROUND PAPER

## CONVERSATION TECHNIQUES FOR WOMEN

### **NARRATIVE APPROACH: THEORY AND METHOD**

**The Narrative Approach and related methods are equally relevant to working with both women and children.**



The Narrative Approach focuses on the individual's opportunities for change and opinion-shaping, including the hopes, intentions, desires and values she associates with a good life. These have often been absent during the violence.

The Narrative Approach is based on the idea that we all have many different stories about ourselves. Some are dominant stories, but it is possible to work with the so-called alternative stories of survivors of domestic violence, in order to support their sense of self and their ability to be change agents in their own lives. This method is referred to as re-authoring the stories, and conversation techniques are based on a curious approach, where the shelter worker continuously seek to explore the reasons behind reactions, behavior, choices, etc.

#### **The Dominant and Alternative Stories – Listening with Two Ears**

Narrative conversation techniques sustain and support recovery and development. The method can also be described as listening with two ears: while acknowledging the traumatic experiences, the shelter worker also listens actively for signs of agency revealing skills, intentions, hopes and values of the woman (or child).

Being exposed to violence gradually breaks down the survivor's sense of self. When seeking help, many women hold the understanding that they are themselves to be blamed for the violence. This is typically in line with the perpetrator's understanding, and has often been adapted by the woman as the truth. This becomes part of her dominant story about herself. Other problems and negative labels are often also at game: a bad wife, unattractive, hysterical, an insufficient mother, etc.

But, where there is power, there is also always resistance, or counter-power. This means that while there has been violence and suppression, there has also been a resistance towards it, and this is what the narrative approach is seeking out and boosting. E.g. talking about a woman's attempts to minimize or counter the negative consequences of the violence, can be turned from a conversation about difficulties to a conversation about skills and ability. In narrative therapy, the focus is on finding cracks in the dominant story, which represent

values, skills and resources of the woman, and which can be used to build an alternative to the negative dominant story. E.g. if she is sad that she does not have the energy to play with her children, it provides an opportunity to talk about quality time with her children as one of her values – which supports the impression of her as a caring and devoted mother.

Another central concept is agency. Many women exposed to violence may feel that they lost agency, being controlled to a large extent by the perpetrator. E.g. while she might feel useless and weak because she was not able to avoid the violence, focusing on the action she took when seeking help can lead to talking about her ability to protect herself (and her children) by removing them from the danger.

### **Externalization**

Externalization is a core concept of narrative practice. It constitutes a way of thinking as well as a way of talking, and builds on the understanding that the person is not the problem; the problem is the problem. Separating the problem and the person, and naming the problem, provides a chance to change things. Instead of saying *“I am responsible for my child not thriving”*, we can say *“I am seized by feelings of guilt”*. In the same way *“I am depressed”* becomes *“Depression has got a hold of me”*. Naming the problems feelings of guilt and depression as external factors makes it easier to talk about and find solutions to the challenges. For more examples of externalizing language, please see Handout 4: Externalization

## **SHELTER PHASES AND CONVERSATION TYPES**

Women survivors of domestic violence go through different phases during their recovery. At different times, they need support in different areas and different ways. At the Danner shelter, we divide the process into five phases:

### **Approach Phase**

Where the woman approaches the shelter or help service, and where the initial conversations and counseling take place.

### **Stabilization Phase**

Where the woman is admitted to the shelter. She is often in a state of crisis, and her most urgent need is stabilization. This can include rest, treatment of injuries, sorting out practical matters, etc.

### **Residency phase**

Where the woman is resident at the shelter. Depending on the time available, it is possible to work more in-depth to support her recovery.

### **Exit phase**

Where the woman prepares to leave and leaves the shelter. This often causes a new crisis characterized by uncertainty, worries, fears, many practical challenges, etc.

### **Aftercare phase**

Where the woman has left the shelter, but still stays in contact. Support for continued recovery is important in order to help the woman stay on track and pursue her own life and goals.

PHASE	CONVERSATION TYPES	THE WOMEN
Approach phase	Drop-in counseling Telephone counseling	Not sure if it is violence Suffering PTSD: Anxious, restless, incoherent Feeling guilty and shameful
Stabilization phase	Conversations to support stabilization Conversations about practical coordination	Chaos and crisis A need to talk about the violence Sleep-deprived Restless, suspicious, scared Feeling worthless
Residential phase	Conversations to support recovery Conversations with network Strategy planning Group conversations	Increasing understanding of what has happened Decreasing stress levels Increasing contact with her body and self Rediscovered own resources and strengths
Exit phase	Supportive conversations about a new life Strategy planning	Increasing stress and self-doubt Hopes for a better future Worries about the role of the perpetrator
Aftercare phase	Home visits Group conversations Conversations to support continued recovery	Vulnerable Insecure Hopeful

## HOW TO PLAN THE CONTENT OF THE SESSION

We have listed the main types of conversations during all five phases, which can be trained, using the exercises introduced in this session. On page 58 in the Danner handbook on shelter work, [How We Work](#), you will find a more detailed overview of conversation types, e.g. informal conversations and online counseling.

Together with the participants, you will determine which conversation types to train. The relevance of the different conversation types depends on the very context and circumstances, under which the participants work. For counseling services who do not offer residence, conversation types which are part of in-depth counseling processes might be of less relevance, while shelters with limited residence time might find the aftercare support most relevant of all.

In addition, participants could know of or see a need to introduce other types of conversations, as well. In such case, feel free to train these instead. This material is only meant as an inspiration, and the primary purpose is that the content is relevant to the participants.



# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### Session overview

This session includes a background paper as well as four handouts. They all provide information about specific methodologies when working with women survivors of violence. While the background paper (the Narrative Approach and the Shelter Phases Model) complies with the first part of the session, handouts 1, 2 and 4 (The First Conversation, General Tips and Externalising Language) can be used in relation to the second part of the session, the roleplay exercise. You can also choose to do a separate exercise, using one or more of these handouts. Handout 3 (Active Listening) provides an exercise, which trains a generally relevant method for shelter work without focusing on a case about violence. This can be a welcome break from emotionally heavy material, if needed.

### EXERCISE PART 1: OUR OWN STORY (25 MIN)

- Ask participant to answer the below questions, writing down their answers in the form of brief notes. Write the questions on a flip chart or board.
- Give the participants 10 minutes to write down their answers, and instruct them to work in silence and not share their stories with each other. Start the exercise.



**Think of an event, a time or a part of your life, where you felt unsuccessful. Maybe you were not able to achieve a goal you set for yourself, or you made an important decision, which you regretted.**

- Describe the situation
  - What were the negative consequences?
  - What did you feel you did wrong?
  - Were others negatively affected by it? Who? How?
  - Did you feel insufficient? In which way?
- Ask the participants to form pairs.
  - Give each pair 2 x 5 minutes to tell their stories to each other, one person at a time.

After the exercise, tell the participants that you will now move on, but return to this exercise later.



## TRAINER PRESENTATION: NARRATIVE APPROACH (15 MIN)

### Make a presentation, where you

Introduce the Narrative Approach in general and the Dominant and Alternative Stories in particular. See Background Paper on Conversation Techniques for Women for inspiration.

Make sure to include a list of important elements in the Narrative Approach (values, skills, agency, cracks, resistance etc.) in your presentation, and leave it visible to the participants for the next exercise.



## EXERCISE PART 2: OUR OWN DOMINANT AND ALTERNATIVE STORIES (30 MIN)

- Ask participant to form the same pairs again.
- Instruct them that they will each repeat their stories of failure, but this time the other will act as a narrative therapist, looking for cracks in the story and pursuing them, in order to create a more positive alternative story.
- Specify how much time you expect the conversations to take. Remember to inform the participants at half time, so they can change roles.
- The narrative therapist starts the conversation, asking the other one to tell the story.
- The other repeats her / his story in the exact same way it was told the first time, this time allowing the narrative therapist to interrupt, and follows the lead of the therapist, answering questions, etc.
- At half time, the participants change roles, and repeat the interview exercise.

### ALTERNATIVE EXERCISE

If the learning space is not (yet) safe enough for the participants to share a personal story of failure, you can use this exercise instead.

- Write and hand out a fictive narrative, which includes elements of self-blame or disappointment. It can be, but does not need to be, related to domestic violence. This narrative will be the dominant story.
- Ask the participants to work in pairs trying to identify places in the narrative, which could be investigated as cracks leading to a positive alternative story.
- Go through the story in plenary, having the pairs share their thoughts on how to pursue elements, which could lead to a positive alternative story, using the narrative approach.

The debriefing model applies to both exercises.

### DEBRIEFING THE EXERCISE: DOMINANT AND ALTERNATIVE STORIES (20-30 MIN)

Have a discussion of the theory and exercise, based on the following questions

- How did it feel to share a story of personal failure?
- How did it feel to look for an alternative story? For the one telling the story? For the therapist?
- Do you recognize these feelings from your daily work? How? Where?
- Can this method be used in your daily work? How?
- Which difference will it make?
- What will you do differently when you go back to work?

If the method is highly relevant to the participants' work, allow time for them to make notes on how they can implement it. Encourage them to form pairs or groups, who will support each other in their commitment to implement the changes.



As the Narrative Approach is a comprehensive methodology, this exercise can be followed by many more on how to apply this approach. Depending on the relevance and time available, the participants and trainer can decide to expand this focus.

For more on the Narrative Approach, also see the [Background Paper on the Tree of Life](#), the [Background Paper on Showing the Way](#), Handouts 2 and 4 for this session and [Background Paper on Leaving the Shelter](#), as well as links for further reading on the session front page.



## PART 1



## TRAINER PRESENTATION: THE FIVE SHELTER PHASES (10 MIN)

Make a presentation of the five shelter phases, including a focus on the typical characteristics of the women in each phase.

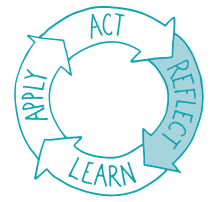
Use the table below for inspiration and see [How We Work](#), pages 55-148 for more details.

Make sure to display the table below, and leave it visible to all, for the next exercise. You may choose to do this on a flip chart, so you can add characteristics to the list, provided by participants when reflecting about their own practice.

## THE FIVE PHASES OF A SHELTER STAY

PHASE	CONVERSATION TYPES	THE WOMEN
Approach phase	Drop-in counseling Telephone counseling	Not sure if it is violence Suffering PTSD: Anxious, restless, incoherent Feeling guilty and shameful
Stabilization phase	Conversations to support stabilization Conversations about practical coordination	Chaos and crisis A need to talk about the violence Sleep-deprived Restless, suspicious, scared Feeling worthless
Residential phase	Conversations to support recovery Conversations with network Strategy planning Group conversations	Increasing understanding of what has happened Decreasing stress levels Increasing contact with her body and self Rediscovers own resources and strengths
Exit phase	Supportive conversations about a new life Strategy planning	Increasing stress and self-doubt Hopes for a better future Worries about the role of the perpetrator
Aftercare phase	Home visits Group conversations Conversations to support continued recovery	Vulnerable Insecure Hopeful

## BRAINSTORM AND DECISION: THE WOMEN WE MEET AND OUR WORKING CONDITIONS (30 MIN)



The purpose of this exercise is to determine the content of the following exercise, and it contains two brainstorm exercises, designed to describe the work of the participants.

- In plenary, have two rounds of brainstorms, one at a time. Assign 5 minutes to each brainstorm.
- Take notes on two different flip charts, writing WOMEN at the center of one flip chart and CONDITIONS on the other. Write the notes around the centered key word.
- During the brainstorm, group similar words closely together (e.g. 'restless' and 'difficulty finding peace', etc.). Remember to ask the participants if it is ok that you group their input with others – to include them in the decision-making and to make sure the grouping of words is right.

NB: If you prefer, you can use post-its for the brainstorm inputs. That might make it easier to group the words, and it is a way of activating the participants as well, as they can themselves write and group the words.

### The two brainstorm questions

- 1) Which are the most frequent characteristics of the women we meet in our work?
- 2) What constitutes our practical working conditions (maximum length of residence, services for women, external challenges and limitations, professional skills available, etc.)?

### Make a decision on which type of conversation technique you want to train.

Based on the brainstorms, the participants will now decide which conversation technique they want to train. The trainer facilitates the process. Display the table with the five shelter phases, related conversation types and typical reactions of the women.

First, look at the brainstorm describing the working conditions of the participants.

- Ask the participant to identify which of the five shelter phases cover the majority of their work best, and to argue why (one or more phases can be relevant).
- If there is disagreement, seek more clarity regarding the working conditions, by going through the phases one by one and asking participants if they are comparable with their work.
- Reach an agreement on which phase(s) are most relevant.

Then, look at the brainstorm describing the women.

- Give each participants three votes, which can be divided between three different characteristics, or all placed on the same. The votes should be given to the characteristics, which the participants find are most prevalent or important among the women they meet through their work.
- Participants vote by making dots with a marker on the brainstorm flip chart (dotmocracy).
- Based on the votes, make a prioritized list of the 3-5 most important characteristics.

Now compare the two results.

- Do they fit together – conditions and women – describing the women’s characteristics of the phases listed in the Danner Shelter Phases model?
- If not, why is that?

Whether or not there is a fit, move on to looking at the conversation types listed in the table, and ask the participants to identify the ones they would like to train. This can be done in plenary, groups or pairs. The result should be a prioritized list of as many techniques as you have time for and find relevant.

NB: Unless you are very familiar with the phases and the relevant methodology, this session can only be continued the next day, when you have had time to make some preparations.

## PART 2

### ROLEPLAY: CONVERSATION TECHNIQUES (30 MIN)



#### Trainer presentation or not?

Regardless of which technique(s) the participants will train, they should be aware of the general reactions to living with violence. If not, they risk misunderstanding the woman’s reactions and fail to recognize them as serious. Reactions to living with violence for an extended period of time include appearing incoherent, over-talkative, emotionally unstable, suspicious, aggressive, devoid of emotion, trivialising or denying the violence and its impact, etc. Based on the participants’ level of knowledge, decide whether or not to include a presentation of this.

- Choose a roleplay version, see the table below for inspiration.
- Decide the setting for the roleplay: situation and conversation type.
- If relevant, include one of the handouts, providing examples of specific conversation elements.
- Encourage the use of props.

One roleplay – a large audience	Many roleplays – all participants active
<ul style="list-style-type: none"> <li>• One woman, two shelter workers, the audience observes and will give feedback</li> <li>• Specify the time available for the roleplay</li> <li>• The participant playing the woman prepares a case, which she will play. Make sure to instruct her not to choose the most extreme case, as it risks complicating the training and learning</li> <li>• Give the group time to prepare and do an energizer with the others</li> <li>• Do the roleplay</li> <li>• The audience gives feedback according to feedback guidelines</li> </ul>	<ul style="list-style-type: none"> <li>• In each group: One woman, one or two shelter workers, one observer, who will give feedback</li> <li>• Specify the time available for the roleplay</li> <li>• Give the groups time to prepare</li> <li>• Do the roleplay</li> <li>• The observer gives feedback according to feedback guidelines</li> </ul>

Remember to remind the audience of the feedback guidelines (box below). If relevant, you can use the them as a handout, and choose to train a specific model of **feedback**.

Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

**The Role of the Sender of Feedback**

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

**The Role of the Receiver of Feedback**

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One’s own level of sensitivity can vary
- Remember that feedback is a helping hand



## DEBRIEFING THE ROLEPLAY (20-30 MIN)

Have a plenary discussion of the roleplay, using some or all of the following questions.

### Questions for the roleplayers (reflect, learn)

- Using the specific conversation technique: How did it feel being the woman / the shelter worker?
- What did you notice / learn about your own practice?

### Questions for the audience (learn, apply)

- What worked well for the roleplayers using the specific conversation technique?
- Seen from your perspective, what seemed to be the challenge in using the technique?
- How could they in any way have used the technique differently?

### Questions for all participants (apply)

- Would this technique be useful in your work? How?
- Will you do anything differently when you return to work? What? Why?

Remember to step out of the roles after the roleplay, e.g. by shaking them off, changing seats or something else.

Continue repeating the roleplay set-up for as many conversation types and techniques as you find to be relevant for the participants. But also consider the option of repeating the same roleplay set-up, in order to work more in-depth with one type. Repeating is not necessarily boring or needless, but can improve the participants' skills and enhance the chance of successful implementation.



## SUM-UP OF THE SESSION (10 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session.**

Give the participants 10 minutes to write down the three most important points they want to take with them from this session. Consider doing the sum-up in pairs or small groups, so the participants can support each other in their commitment to implement parts of the session in their work. Add time for making actual implementation plans, if relevant.

### Alternative Sum-up Exercise: The Three Chairs.

Another way to do the sum-up is to place three chairs with the back rests against each other, forming a triangle. On each chair, there is a question, e.g. What have I learned today? What surprised me today? Which new ideas did I get? Participants form a circle around the chairs. The trainer sits down on each chair, giving examples of answers to the questions. Then the participants are free to sit on any chair and answer the question, one participant at a time. The others should not comment on the answers. The sum-up ends when there are no more comments, or the time is up.



## The First Conversation

### STRUCTURING THE CONVERSATION – 4 IMPORTANT STEPS

#### 1. Ensure a pleasant setting for the conversation. Find somewhere you can talk undisturbed

- Tell the woman who you are and how much time you have together
- Tell her that she may talk in confidence<sup>1</sup>

#### 2. Ask about the violence. Listen to what she tells you

- What kinds of violence has she been subjected to?
- Are she and her children in immediate danger?
- What matters to her, since she is now seeking help?

*“I want a better life for my children.”*

*“If I stay, I will lose my freedom.”*

*“If I stay, I will lose my life.”*

#### 3. Tell her about violence and reactions to violence

- *“I have talked to many women who say they began to wonder if they were to blame. But violence can never be excused and my experience tells me that whatever the woman had done to avoid it, it would have happened anyway.”*

#### 4. Rounding off the conversation

- Repeat what she has told you.
- Compliment her for seeking help.
- Ask her how she feels after you have talked.
- Tell her when your next conversation will take place or when she will see you again.

<sup>1</sup>Remember to inform the woman in case you have a statutory duty to report certain things, e.g. if she has children.



## General Tips for Talking to a Woman about Violence

- Show her you care: Make sure the setting is welcoming (a nice chair to sit in, tea, light, etc.)
- Talk in private and ask directly. Do not wait for permission to ask.
- Be patient and allow breaks and silence. Repeat her words to acknowledge her and help her continue.
- Ask her what she did to cope? And compliment her for her agency.
- Express your concern and put the violence into words.
- Accept love and ambivalence: for her to love and loathe her partner is quite normal.
- Focus on the actions, not on the perpetrator:  
Say e.g.: *“Violence is never OK”* or *“He is responsible for the violence he commits”*.  
But do not say:  
*“He sounds like an awful man”* or *“Your partner must be evil, doing such things to you”*.
- Emphasize that many women are subjected to violence and that help is available.
- Be careful not to judge the woman or her actions: accept her as she is.
- Always ask her about her children, if she has any.
- Tell her that in your experience mothers always do their best to protect their children but that the children almost always experience the violence anyway. Asking for help shows that she is a responsible mother.
- Tell her about the effects on children experiencing violence.
- If she refuses your help, be aware that you will have made her think. Say goodbye and tell her that she is always welcome to come or call again.



## Active Listening

Active Listening is a way of decoding the most important messages from the person you are talking to, in order to be able to respond in a more nuanced way than only by automatically commenting and asking questions. This technique can contribute to calming the nervous system of the person in front of you.

### Instructions for the interviewee

Tell about your last vacation. Go into detail about where you went, with whom, what you did, what specifically interested or affected you, etc.

### Instructions for the interviewer

Be conscious of your non-verbal as well as verbal language, and use it to acknowledge the interviewee. Suspend your own meanings; instead identify key words and use them to guide you.

PURPOSE	GUIDELINE
Keep focus on the person telling something	Have a close focus on the other's choice of words and explore meanings: <i>"What does that mean to you?", "What do you think of, when you say..?"</i>
Support the story in itself – do not look for solutions or conclusions	Ask questions which are explorative and open: <i>"Could you tell me more about..?", "Could you elaborate on..?", "How does that differ from..?"</i>
Show that you are listening	Use eye contact, body language, silence and acknowledging responses (nodding, sounds, repetition)
Stay curious	Listen in a way that follows the other's understandings and values
Identify key words – your own meanings are not relevant	Notice central words, note them down, repeat them and use them to guide your questions and response. Explore their value and use them to unfold the other's experience.





## EXERCISE: ACTIVE LISTENING (20 MIN)

### Ask participants to form pairs

- Tell them that they will first do one interview of 5 minutes, where the interviewee tells about her / his last vacation (or another neutral topic), and the interviewer practices Active Listening. Encourage the interviewer to make notes.
- Then they will switch roles and repeat the exercise.
- After the conversations, they will spend 5 minutes talking about how it felt to use this technique, and how it could be used in their daily work, before debriefing in plenary.



## DEBRIEFING THE EXERCISE (20 MIN)

- How did it feel to use Active Listening? For the interviewer? The interviewee?
- What was easy? What was challenging? Why?
- Can this method be used in your daily work? Talking with women? Children? Colleagues?
- Which difference will it make?
- Will you do anything differently when you go back to work? Please specify.



## Externalization

### HOW TO USE EXTERNALIZING TERMS

Externalization is equally relevant when talking with women and children.

In brief, externalization is a tool to separate the person and the problem, which makes it easier to see the problem clearly, and to do something about it.

The method is very useful for talking about anxiety, violence, depression, etc. It is designed to explore the problem as well as its effects and to investigate the values and motives of the person in question: Why does she feel the way she feels about the problem and what it does to her?

See more about externalization in the Background Paper on Conversation Techniques for Women.



### Useful externalizing questions

- When did this become a problem or a challenge for you?
- When does it appear?
- How does it show?
- How do you feel it?
- How much do you feel it – e.g. on a scale from 1 to 10?
- In which contexts does it present itself?
- What can we call this problem?  
(Naming the problem can take some time, as most of us are not used to think in alternatives to the commonly agreed labels, e.g. a diagnosis. Children often do this much faster and easier than adults)
- Can you draw it?
- How does it influence your life?
- Is this influence ok for you?
- Why is it ok or not ok?
- Does it influence your surroundings? Family? Job? Social relations? Other?
- Is this influence ok for you?
- Why is it ok or not ok?
- Which hopes and dreams do you have for your life, which X (the name) tries to disturb?
- What do these hopes and dreams say about your intentions in life?
- What is important for you / what are your values?
- Is any of this new to you?
- Are there any steps you could take – right now or later?



# CONVERSATION TECHNIQUES CHILDREN



## ACTIVITY TYPES

Warm-up exercise / trainer presentation / roleplay / discussion / brainstorm / decision making (dotmocracy)

### SHORT DESCRIPTION

This session provides practical training in conversation techniques for talking to children about experiences of domestic violence introducing a range of different tools. It introduces the Narrative Approach, both theoretically and practically. The session requires careful preparation, as it mainly sets the framework for training conversation techniques, but does not specify the main content.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Account for and use central concepts of the Narrative Approach
- Explain how domestic violence can influence the mother-child relationship negatively, and how to work with this during a shelter stay
- Apply specific conversation techniques in their daily work with children who have experienced domestic violence

### ADVANTAGES

Participants acquire hands-on skills, which can be implemented in their daily work. The session is very experience-based, as the content of the second part of the session is identified through an analysis of the participants' own practice. The exercise provides an introduction to the Narrative Approach, thus potentially opening up the interest to learn more about this methodology. More Information includes a link to free online material on the Narrative Approach in different languages.



3 HOURS-DAYS



6-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the Background Paper on Conversation Techniques for Children as well as the handouts
  - General tips for talking to children about violence
  - Simple and clear language
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts
- If you find it relevant, you can look up additional information about violence and children, and how to work with children and mothers at a shelter, including infants and unborn children, children's groups and suggestions for activities with children – see links below under More Information.
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).



### Materials

- Flip chart paper
- Markers and pens
- Sticky tack
- The Child Prop

### Notes to trainer

Be aware of the following during the session

- This session requires the trainer to be ready and able to adapt easily, as the content of the second part will be identified during the session.
- This session is largely based on roleplay exercises. If the participants are not comfortable with this type of exercise, find ways to 'protect' the participants who are most uncomfortable by giving them roles as e.g. observers, or ease the pressure by primarily working in small groups when doing the roleplays (as opposed to doing a roleplay in front of the whole group).

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### Danner material on children and violence, including different conversation types and techniques

[How We Work](#), pages 29-37 (effects of violence), 79-86 (stabilization phase), 97-121 (residential phase), 131-133 (exit phase), 146-148 (aftercare phase)

[Shelter Guide](#), pages 7-8, 12, 17-19 (conversation techniques), 22 (activities for children), 23, 25

### Danner material on the Narrative Approach

[How We Work](#), pages 25-28

### Other sources on the Narrative Approach

<https://dulwichcentre.com.au/#> – choose 'Resources' and find, among others, online courses, articles and resources in other languages.

# BACKGROUND PAPER

# CONVERSATION

# TECHNIQUES FOR CHILDREN

## THE MOTHER-CHILD RELATIONSHIP

Children who have experienced domestic violence are severely affected, and even so in a double sense: firstly, by the violence, and secondly, by the fact that their primary caregivers, their parents, are not able to protect them. Such a failure of fundamental protection can cause severe damage to the well-being and normal development of children, who depend on feeling safe in order to grow and learn. In addition to consequences such as physical pain, feelings of guilt and shame, and fear and worry, they also become little grown-ups in a way. They often take on too much responsibility towards their mother and do everything they can to protect her. They may fear for her life and they often assume responsibility towards siblings as well.

When a mother arrives at the Danner shelter with her children, she is typically not aware how much they have experienced. The mothers have tried to protect the children, and maybe also need to believe that they have not been affected. However, this is hardly ever the case. Children most often know what has happened, and they often also know how to hide and downplay the violence, as many have seen their parents do so. It is very important to support the mother and children in establishing a shared story and later, to help them restore the relationship they are supposed to have.

### How to work with mothers and children

Educating the mother on how children are affected by violence can be a painful experience, but it is also often the most efficient way of creating changes in the mother's care behavior, as well as in her life. Increasing her understanding of her child can help show her the way out of the violence, and empower her to take the necessary steps.

Working with mothers and children, we

- Support communication between mother and child, so they can break the silence, which is part of the violence, and create a common story – giving them a shared new footing.
- Focus on child development, which might be threatened by the violence, but also sometimes by an overprotecting mother, who is only trying to compensate for what the child has witnessed.
- Highlight the mother's strong and positive caregiver skills.

We make sure to have conversations where the main purpose is to make the child's voice heard, but where the mother is also present. The shelter workers facilitate the conversation in a way, so that the roles are very clear: it is mainly a conversation between the shelter worker and the child, and the mother is involved when relevant.

At Danner, we assign separate contact persons for the mother and the child. While it is important to work with the mother and child together, it is also important to acknowledge children as individual beings, and giving them a channel where they can express themselves without worrying about e.g. upsetting their mother. This also emphasizes the message to the child that someone is taking the responsibility of caring for their mother – a burden which has often weighed heavily on the child before they arrive at the shelter.

For more on mother-child relationship and conversations types, please see [How We Work](#), pages 112-121.

## CONVERSATIONS WITH CHILDREN

Children who have experienced domestic violence will benefit from talking about it. But there are as many different scenarios as there are children. Therefore, this session does not focus on one specific type of conversation, but rather provides the framework for training conversation types. The participants and trainer should determine which are the most relevant one(s).

It is important to take the following into consideration, when choosing which type(s) to train:

- The age of the child
- The attitude of the child (aggressive, suspicious, silent, talkative, anxious, etc.)
- The stage of the shelter stay (newly arrived with no relationship to the shelter and its staff, or later when a relationship has been established)
- The type and severity of the violence (e.g. psychological violence which has never been named or severe physical violence including injury and fearing for the mother's life)
- Future prospects (e.g. moving back to the perpetrator or starting a new life in a new home)
- Other conditions

There are different methods and techniques, which can be employed when talking to children, in order to support them in sharing and understanding their experiences, ease their process, and strengthen their self-esteem. The following techniques are all used at the Danner shelter, and some are based in the Narrative Approach. All can all be trained using the roleplay set-up of this session.

### Building a foundation

This type of conversation does not focus on violence. Instead the shelter worker addresses e.g. interests of the child, or random subjects such as the weather, in order to create a relaxed atmosphere and build the trust which is necessary for being able to talk about the violence later on.

It can be combined with giving the child basic information about the shelter and why he / she is there.

If the child has just arrived, and is reluctant to speak, it can be helpful to clearly tell the child:

*“I know you do not feel like talking right now – that is completely ok. I just want you to listen to me instead.”* Generalizing can also work well in this situation.

Later on, this technique can even work well opening up every meeting, in the form of just a few comments, intended to create a relaxed atmosphere. E.g.: *“It is hot today. Do you want a glass of water before we start?”*

### **Generalizing**

Survivors of violence can feel alone and isolated. A way of countering this feeling is to tell the child about the experiences of other children who stayed at the shelter. E.g.:

*“Once there was a girl who was almost the same age as you, and she told me that her father sometimes got very angry. And also that he hurt her mother. She said that she felt it was her fault, because she did not always clean up her room. I have talked to many children who said the same, but I know that it is never the child’s fault.”*

### **Breaking the silence**

Breaking the silence and naming the violence is important in order to be able to acknowledge what has happened, and to work with it. Feelings of shame and guilt often accompany domestic violence. Many – both women and children – have never talked openly about the violence before arriving at the shelter.

Children generally look for meaning in their lives, and in relation to turbulent experiences such as violence, they need help in establishing that meaning. Otherwise they will make their own conclusions, which often will include taking the blame for what happened.

It is very important to always coordinate with the child’s mother in terms of what the child should know, how you talk about the violence and when. She is the most important person for the child, and her trust and cooperation is crucial in order to be able to support the child in the best possible way.

### **The common third**

Introducing a common third into the conversation with children can function as a rest area or as a vehicle for the conversation. The child may need to go in and out of a conversation about difficult experiences, and toys can help direct the attention to something else in a natural and smooth way. Crayons and paper can also support the conversation, as the shelter worker and child can draw things that might be hard to express in words. Play dough, Lego building blocks, etc. can also help the conversation along.

[The Tree of Life](#) also works well as a common third.

### **Listening with two ears (narrative method)**

The Narrative Approach is based on an understanding of human life as made up of stories. While acknowledging the story of violence and trauma – with one ear – the shelter worker should also be listening actively for the alternative story of agency, revealing skills, intentions, hopes and values – with the other ear, so to speak.



For more, see link below.

**Externalization (narrative method)**

Externalizing the problem means to separate the person and the problem. This method makes it possible to work with and change the situation, and it is very useful for tackling violence, anxiety, depression, etc. Externalization provides a good platform for the child or woman to understand their own situation and to take action in their own lives, and it requires a specific way of talking, where the problem is not equivalent to or a part of the person, but rather an external factor: E.g *“I am always afraid”* becomes *“Fear controls my life”*.

For specific examples of externalizing language, please see

[Handout 4 in Conversation Techniques for Women](#).

Find more inspiration on the Narrative Approach, including Listening with two ears and Externalization, in the [Background Paper on Conversation Techniques for Women](#).

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

**Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.**

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### Session overview

This session includes a background paper as well as two handouts. They all provide information about specific methodologies when working with children who have experienced domestic violence. The background paper first introduces how to view and work with the mother-child relationship, when there has been violence in the family, which complies with the first part of the session (trainer presentation and subsequent roleplay exercise). The second part of the background paper lists a number of different techniques, which can be used when talking to children about violence, and this part can be used for the second part of the session, where the participants will identify which techniques they wish to train, and do so in a roleplay. The two handouts (General Tips and Simple and Clear Language) can be used for either of the two roleplays of the session – or you can choose to make a separate exercise using the handouts.



## WARM-UP EXERCISE: ZOOMING IN ON CHILDREN (5 MIN)

This exercise serves to introduce the purpose of the Child Prop and to start using it.

Bring along the Child Prop of your choice and introduce it to the participants. It can be a pair of glasses, a hat, a teddy bear, etc. Whoever has the prop, will represent the child. The prop symbolizes the child's perspective and should be used throughout the training, every time someone speaks on behalf of a child. Make sure to use it yourself and remind the participants, if needed.

Instruct participants to think on behalf of a child, when answering the below question. If they work with children, it should be one of the children they meet through their work. If not, it can be any child; their own or someone they know. The importance is to open up the connection to children and their ways of thinking and dreaming.

Question: "What do you wish for tomorrow?"

- Ask participants to form a circle. Bring along the Child Prop and join the circle yourself.
- Answer the question yourself, e.g. "I hope I will see my mother smile tomorrow" or "I hope I will get a pony" – and pass the Child Prop to another participant, who answers the question, and passes it on, etc.
- If the prop can be tossed, you can toss it around randomly, surprising the next participant. Or you can simply pass it around the circle until all have had their turn.
- When all participants have had their turn, conclude by encouraging the participants to use the Child Prop throughout the session, whenever they speak on behalf of a child. Or use it to remind participants to assume the child's perspective, when relevant.



## TRAINER PRESENTATION: CHILDREN, MOTHERS AND VIOLENCE (20-30 MIN)

**Make a presentation, which prepares the participants for the upcoming roleplay exercise, designed to train how to have conversations with children and mothers together.**

Introduce typical physical and psychological reactions of children experiencing domestic violence (stomach pain, disturbed sleep, feelings of guilt, assuming too much responsibility towards the mother, etc.) Also talk about how it affects the normal development of the child.

Then introduce how to work with conversations with mothers and children: Shelter workers facilitate conversations together, where important experiences can be shared between the mother and her child, and a healthy connection and relationship can be restored. For inspiration, please see the first part of the Background Paper on Conversation Techniques for Children.

If you want, you can pause after each slide, and ask a participant to briefly re-tell the main points of it. This is a way to make sure your message gets through, as well as a way to enhance the learning output for the participants. Emphasize that it is not a form of exam, but simply a way of making sure you are all on the same page and that learning is optimized.

## ROLEPLAY: CONVERSATION WITH MOTHER AND CHILD (30-40 MIN)

The purpose of this roleplay is not yet to train specific techniques, but to train having conversations with the mother and child together.

Roleplay setting:

The child and mother have arrived at the shelter and the shelter workers have talked to the mother about what has happened at home. A foundation of trust has been established with the child, through conversations, which deliberately did not address the violence. The aim of this conversation is to create a shared story of the violence for the mother and child. The shelter workers should introduce the roles of everyone clearly and facilitate the conversation to make sure that the child’s experience and voice is heard and acknowledged. If the mother takes too much space, it is also the job of the shelter workers to gently push her back and make room for the child to share its experiences. You can choose to write important points or wordings on a flip chart, if you find it useful.

How We Work, page 114, suggests the following wording:

*“I would like your mother to be here when we talk together. Then your mother will hear what I say and what you tell me, and we can ask her if there is anything she would like to tell us. I know that she is concerned about what you have been through at home. Maybe we can get her to talk about it?”*

- Identify four participants to play: the child, the mother, two shelter workers. Agree on the age of the child.

NB: You can choose to secretly identify the participant who will play the mother in advance. Instruct her to challenge the shelter workers during the roleplay, by trying to take over the conversation. It will be their job to gently hold her back so the child’s experience remains at the center. Make sure that the mother will not to be too pushy, as it could obstruct the exercise.

- Give them 5 minutes to prepare. Encourage the use of props, including the Child Prop. Let them know how long you expect the roleplay to last.
- Instruct the rest of the participants to observe and take notes, in order to be able to give feedback to the roleplayers during the debriefing.



### Good feedback is Specific / Constructive / Friendly / Timely / Purpose-oriented

#### The Role of the Sender of Feedback

- Know why you give feedback
- Formulate the feedback carefully
- Have a clear purpose and message
- Consider also giving negative feedback

#### The Role of the Receiver of Feedback

- Be open and ready to receive / listen
- Opposing feelings (interest → ← discomfort)
- One’s own level of sensitivity can vary
- Remember that feedback is a helping hand

- Repeat how long you expect the roleplay to last.
- Do the roleplay.

You can choose to specifically train how to give good feedback. Adopting a good feedback culture is a long term investment, as it strengthens the team, both professionally and socially. [The Feedback Toolbox](#) provides different tools for giving feedback, and can be printed and used as a handout, so you can train one or more specific models during this and other sessions.



## DEBRIEFING THE EXERCISE (30 MIN)

Have a plenary discussion of the roleplay, using some or all of the following questions to focus on what you learned about facilitating the mother-child conversation:

- How did it feel being the shelter workers, facilitating this type of conversation?
- What did you notice / learn about your own practice? What was challenging?
- How did it feel being the child? What did the shelter workers do that worked for you?
- How did it feel being the mother? What did the shelter workers do that worked for you?
- What did the audience observe about the shelter workers' practice (remember feedback guidelines)?
- Will you do anything differently when you return to work? What? Why?



Finally, allow 10 minutes for the participants to think about the presentation and exercise, and note down three important points they want to take with them in their daily work.

NB: Remember to step out of the roles before moving on. E.g. by changing seats, simply saying *“Now we are back to being ourselves again, and to help us with that, we will all find a new seat.”* Or you can stand up and shake the roles off, or do something else to finalize the exercise and move on.



## TRAINER PRESENTATION: NARRATIVE APPROACH AND CONVERSATION TECHNIQUES FOR CHILDREN (30 MIN)

Make a presentation, where you introduce the Narrative Approach and its central concepts.

Please see [Background Paper on Conversation Techniques for Women](#) for more on the Narrative Approach.

Then introduce different techniques that can be used in conversations with children. The following are described in more detail in the Background Paper on Conversation Techniques for Children. Some are derived from the Narrative Approach, while some are not. All are used at the Danner shelter.

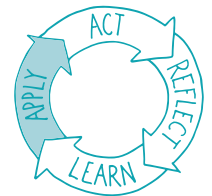
- **Building a foundation**
- **Breaking the silence**
- **Generalizing**
- **The common third**
- **Listening with two ears (narrative method)**
- **Externalization (narrative method)**

While *Breaking the silence* and *Generalizing* can be trained at the same time, it is recommendable to focus only on one technique at a time when training the narrative methods *Listening with two ears* and *Externalization*. *The common third* can be combined with the others as you wish. *Building a foundation* is less suited as a technique to train in a roleplay, but you can use a plenary brainstorm or do a round of pair work to bring forth the participants' experiences and ideas, and talk about how this technique can be used.

## BRAINSTORM AND DECISION: WHICH TECHNIQUE(S) TO TRAIN (15 MIN)

The purpose of this exercise is to determine which conversation technique(s) the participants wish to train.

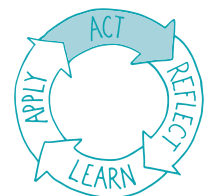
- List the different techniques on a board or flip chart. Leave some space between the listed techniques, to write comments.
- Ask the participants to take 2 minutes to discuss with their neighbour which techniques they find most relevant to their work, and which they would like to train.
- Have a quick round of sharing the thoughts on the different techniques. Note them under each technique.
- Give each participant 3 votes, which can be divided between three different techniques, or all placed on the same. The votes should be given to the techniques, which the participant would most like to train.
- Participants vote by making dots with a marker on the brainstorm flip chart.
- Based on the votes, make a prioritized list of the 3-5 most relevant techniques.



## ROLEPLAY: CONVERSATION TECHNIQUES (30-45 MIN)

If you find it useful, you can print a handout for the participants to use during the exercise:

- General tips for talking to children about violence
- Simple and clear language
- Externalization ([Handout 4 in Conversation techniques for Women](#))





**Start with the first technique on your prioritized list.**

- Choose a roleplay version, see the table below for inspiration.
- Decide the setting for the roleplay: the age and situation of the child – and the conversation type and technique.
- If relevant, write important questions, wording or guidelines on a board or flip chart.
- Encourage the use of props, including the Child Prop.

**Roleplay versions:**

One roleplay – a large audience	Roleplay groups of 3-4 – all participants active
<ul style="list-style-type: none"> <li>• One child, two shelter workers, the audience observes and will give feedback</li> <li>• Specify the time available for the roleplay</li> <li>• Give the group time to prepare and do an energizer with the others</li> <li>• Do the roleplay</li> <li>• The audience gives feedback according to <a href="#">feedback guidelines</a></li> </ul>	<ul style="list-style-type: none"> <li>• In each group: One child, one or two shelter workers, one observer, who will give feedback</li> <li>• Specify the time available for the roleplays</li> <li>• Give the groups time to prepare</li> <li>• Do the roleplays</li> <li>• The observer gives feedback according to <a href="#">feedback guidelines</a></li> </ul>



**DEBRIEFING THE ROLEPLAY (20-30 MIN)**

Have a plenary discussion of the roleplay, using some or all of the following questions:

**Questions for the roleplayers (reflect, learn)**

- Using the specific conversation technique: How did it feel being the shelter worker?
- How did it feel being the child?
- What did you notice / learn about your own practice?

**Questions for the audience (learn, apply)**

- What worked well for the actors using the specific conversation technique?
- Seen from your perspective, what seemed to be the challenge in using the technique?
- How could they in any way have used the technique differently?

**Questions for all participants (apply)**

- Would this technique be useful in your work? How?
- Will you do anything differently when you return to work? What? Why?

Remember to get out of the roles. Change seats, say it out loud, shake it off or something else.

### MORE ROLEPLAY

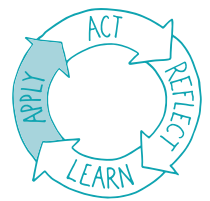
**Repeating is not necessarily boring or needless, but can improve the participants' skills and enhance the chance of successful implementation.**

Continue repeating the roleplay set-up for as many conversation types and techniques as you find to be relevant for the participants. But also consider the option of repeating the same roleplay set-up, in order to work more in-depth with one type. Or have the same roleplayers repeat their roleplay after having received feedback; this allows for a 'successful performance', which can strengthen the learning outcome.

Always remember the [roleplay facilitation guidelines](#).

### SUM-UP OF THE SESSION (10 MIN)

Give the participants 10 minutes to write down the three most important points they want to take with them from this session. Consider doing the sum-up in pairs or small groups, so the participants can support each other in their commitment to implement parts of the session in their work.









## General Tips For Talking To Children About Violence

**Remember: The child will not be upset by talking about difficult things. A child who has experienced violence is already upset, and needs a grown-up to share it with.**

- Create a nice and welcoming atmosphere: light, calmness, tea, toys, etc.
- Make sure the child feels safe.
- Be very clear about the set-up for the conversation: Who am I, why are we here, what will we do, how long will it take, etc.
- Listen to the child's story and give time. Allow silence – be patient.
- Repeat what the child says and wait for it to continue  
*"Ok, so you were afraid..." "Yes, you ran to your room..." "And you turned up the volume..."*
- Use simple and clear language – avoid technical terms and abstract concepts.
- Ask open-ended questions – avoid yes / no questions  
*"What do you do when your dad hurts your mum?" "How does that feel?"*
- Be curious and explore the child's story, looking for strength, values, skills, etc. and compliment the child.
- Go in and out of the difficult conversation: talking about a toy or a hobby for a while before returning to the violence can give the child a much needed break.
- Accept that the child can both love and miss the father, even though he is violent.
- Make sure to tell the child that the violence can never be his / her fault.
- Focus on the actions, not on the perpetrator. Say:  
*"It is never OK to hurt someone" – but do not say: "Your father sounds like an awful man".*
- Generalize the child's experiences by mentioning other children who went through similar things. This reduces the feeling of being alone with the difficult experiences.
- Draw on a board or piece of paper – to help give the child an overview.
- A long conversation is not always necessary. 15 minutes can be enough.
- Have the child's mother be present during the conversation.



## Simple And Clear Language

One of the central principles of a Human Rights-Based Approach is the principle of involvement. For children living at a shelter, this means that they have the right to know what is happening in their lives and they also have the right to be actively involved when important decisions are made. It does not mean that they should be held responsible for those decisions, because children also have the right to protection. Involving children in complex and difficult matters can be a challenge. Simply because they are not necessarily able to grasp abstract concepts or technical terms. So the job of the shelter workers is to translate the important points so that children can understand them. Please also see the next page for a small exercise to train using simple and clear language.

GROWN-UP LANGUAGE	CHILD LANGUAGE
“The perpetrator has exposed her to severe psychological violence, which has affected her self-esteem.”	“He has used bad words, so your mother feels bad.”
“She needs psychological and psychiatric care.”	“Your mother needs to see the doctor, so she can feel better again.”
“The father has had mood swings, so the violence has often happened in the blink of an eye.”	“Your father has been very angry, but it was not your fault.”
“The mother’s caregiving skills have been affected by the violence.”	“Your mother has sometimes not been able to help you. But she loves you very much.”
“The mother has shown a strong agency by coming to the shelter.”	“Your mother has chosen to come here, because she wants you to be safe. She has asked for help, and there are grown-ups who are helping both your mother and you now.”
“She suffers from PTSD, and needs medical care.”	“Your mother can not sleep, because she thinks about the violence. The doctor will help her.”



## Simple And Clear Language

### **EXERCISE: SIMPLIFYING OUR LANGUAGE**

During any session, ask a participant to note down quotations from the trainer and participants. Go through the quotations one by one in plenary, or ask the participants to work in pairs and choose one or two and re-formulate them, so that they are understandable and useful for a child. Remember to define the age range of the child.

Maybe some quotations are too abstract or irrelevant to children of a certain age, which can lead to a useful discussion of when and what to share, but also when and how to shield the children.



# TREE OF LIFE



## ACTIVITY TYPES

Trainer presentation / drawing exercise / group work / discussion and reflection / toss the ball

### SHORT DESCRIPTION

The Tree of Life is a therapeutic visual and creative tool based on narrative methods. It helps strengthen a person's sense of identity and build a sense of belonging – both very crucial for a person to thrive, and in particular for survivors of domestic violence. The session takes the participants through the experience of drawing their own Trees of Life, presenting them to their peers and receiving positive feedback. Then the participants discuss how the model can be applied in their daily work – with both women and children.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Apply the Tree of Life in conversations with women and children who have experienced domestic violence
- Adapt the tool to fit their own specific working conditions

### ADVANTAGES

The Tree of Life method can be linked to other training in the Narrative Approach (see [Conversation Techniques for Women](#)), reflections on the Central and Decentral Position (see [Showing the Way](#)), as well as discussions of a Human-Rights Based Approach (see [Violence and Rights](#)).



2 ½-3 HOURS



6-24 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the Background Paper on the Tree of Life.
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts.
- Print the Handout on the Tree of Life for the participants.
- Prepare the presentations described in the session text.

## Materials

- Flip chart paper
- Large sheets of paper for drawing the participants own Tree of Life
- Markers and pens
- Sticky tack
- The Child Prop (an item symbolizing the perspective of the child: a toy, a hat, etc.)



## Notes to trainer

Be aware of the following during the session

- It may be very vulnerable for some participants to talk about and share certain aspects of their lives or opening up about personal experiences.
- There has to be a level of trust between group members before starting the exercise. You could choose to start the session with a teambuilding exercise designed to create trust. See [the Energizers, Icebreakers and Teambuilding toolbox](#) for inspiration.
- Furthermore, you need to pay attention if any group member should need a debriefing talk one-on-one after the session.
- The drawing exercise is ideally done in groups of three, but if the number of participants does not fit with groups of three, make one or two groups with only two participants. A group of four will be challenged by the time limit, as all group members need 2 x 5 minutes to present their trees and receive feedback.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### More on how the Tree of Life has been used in different countries around the world:

<https://dulwichcentre.com.au/the-tree-of-life/>

### Arabic material about the Tree of Life:

[https://dulwichcentre.com.au/wp-content/uploads/2016/09/The-Tree-of-Life\\_Arabic.pdf](https://dulwichcentre.com.au/wp-content/uploads/2016/09/The-Tree-of-Life_Arabic.pdf)

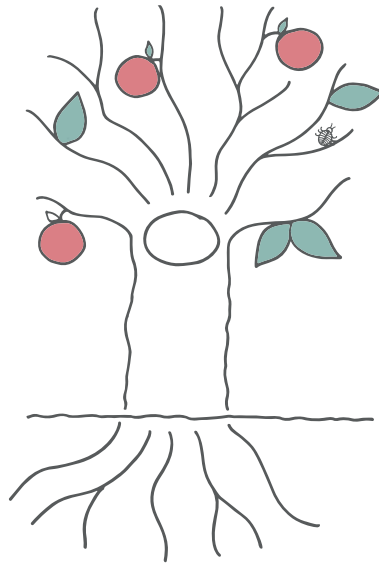
### A collection of material on the Narrative Approach in different languages:

<https://dulwichcentre.com.au/resources-in-other-languages/>

# BACKGROUND PAPER

## TREE OF LIFE

The Tree of Life is a tool rooted in the Narrative Approach, focusing on shedding light on positive and empowering elements of a person's life. The method is very helpful in strengthening a person's sense of self and sense of belonging. It was developed to work with children in southern Africa, who lost their parents to HIV / AIDS, facing loss and rootlessness at an early age. It is developed by Ncazelo Ncube from the organization REPPSI in cooperation with the Dulwich Centre in Australia, and has been widely applied throughout the world. One of its biggest advantages is that it is very easily applicable and can be adapted to any context.



Most often, the Tree of Life is drawn on a large piece of paper, and filled in during the conversations between the shelter worker and the owner of the tree.

### THE TREE OF LIFE MODEL

**All parts of the Tree of Life are metaphors for parts or areas of a person's life.**

- *The roots* of the tree represent where you are from, your family and community and other people or things that have influenced you (faith, a favorite place, a hobby, etc.).
- *The trunk* of the tree represents what you are good at. The shelter worker can help the woman or child discover and expand the list of skills, by observing them and pointing out which skills they have demonstrated during the stay at the shelter. The shelter worker should also listen actively for skills revealing themselves through the conversation about the person's life.
- *The branches* of the tree are your hopes and dreams, small and large. When talking about the branches, the shelter worker can ask about important persons related to these hopes and dreams, and about what sparked a particular dream.
- *The leaves* of the tree are the people who are important to you and add value in your life. Follow-up questions can explore the role of these persons. The shelter worker should



make it clear that both living people and people who passed away can be included. Just because a person died, they can still be important to us. If this part of the conversation triggers feelings of grief and loss, questions about positive memories can contribute to honoring the person and the relationship.

- *The fruits* of the tree represent gifts you have received. Gifts can be material things, but also friendly gestures, compliments, support and acts of compassion and care. It can sometimes be difficult to identify gifts, but the shelter worker can use the rest of the conversation to look for gifts.
- *The insects* of the tree represent threats, challenges, danger. Insects can target specific parts of the tree (fruits, leaves, trunk). Talking about threats can lead to useful discussions of strategies to counter these threats – including who can help – making the person feel better prepared and less vulnerable.

## HOW TO USE THE TREE OF LIFE

### You can use it anywhere.

One of the absolute advantages of the Tree of Life is that it is a flexible and easily applicable tool, which can be adapted to your specific setting as well as used in any context: indoor, outdoor, and with or without tools and equipment such as pen and paper. Former training participants from Morocco, who worked with homeless children, often met the children in public parks. They managed to use the Tree of Life metaphor to talk to the children, simply by using the trees in the park as their reference. Others have drawn a tree in the sand, using only a stick found on the spot. The options are endless.

### Experiences from the Danner shelter.

The Tree of Life can be used with grown-ups and children alike. However, children younger than 7 years of age might not be able to fully grasp the metaphorical references. It is also an advantage if the child can read and write a bit, but alternatively you can use drawings more than written words.

The Tree of Life is a narrative tool, and it is very efficient in strengthening the alternative and positive life stories of a person. Typically, it will be developed over the course of several conversations, as the story unfolds and it can be used to keep track of earlier conversations. Shelter residents can take their trees with them when they leave the shelter, as a reminder of their own strengths and skills, and strategies for moving on towards a better life. While it has mostly been used on an individual basis, it has also proven very useful in small groups or pairs. It can be useful for siblings, who can support each other in developing their trees, and it can help a mother understand her child better. Another way to use it, is to work with a few children who have a good relationship, as they can help add skills and gifts to each other's trees, boosting the self-esteem of the owner of the tree.

## WAYS TO TALK ABOUT THE TREE OF LIFE

The Tree of Life can be used as a starting point for rich and nuanced conversations about life stories, skills, values, agency, opportunities and strategies. Here are some suggestions to follow-up questions, which can lead to new discoveries for the owner of the tree herself, as well as for the shelter worker.

- *“Which role does your origin (roots) play in your life today? Are there any parts you would like to play a bigger or a smaller role? How can you achieve that? Who can help you?”*
- *“Looking at your trunk, it says ‘a good friend’, ‘clever’ and ‘generous’. How do these words make you feel?”*
- *“The trunk also says that you are ‘a good dancer’. Where did you learn to dance? Who taught you to dance? Should this person be written on one of your leaves? Tell me more about what you have done together.”*
- *“What do you think worries your Mum (leaf) about you?”*
- *“What do you think your teacher (leaf) would say you are especially good at?”*
- *“Who knows about your insects, e.g. your ‘worries that violence will reoccur’? Do you want any of the important people (leaves) to know about this? Maybe they could help.”*
- *“Who can help you pursue your dream of ‘getting an education’ (branch)? Can any of the important persons in your life (leaves) support you?”*
- *“For how long did you have this dream (branch)? What made you hold on to this dream despite everything that you have gone through?”*
- *“What does this gift (a fruit) mean to you? What does it make you feel? Should we put the person who gave you this gift on the tree as a leaf?”*
- *“What do you think this person likes about you, since he gave you this gift (fruit)? How do you think you add value to his life?”*

## WAYS TO INTERPRET THE TREE OF LIFE

**As mentioned the Tree of Life can be adapted in many different ways.**

Here are some examples of other ways to use the tree metaphor. The following are not all part of the original description of the Tree of Life model, but the point is that the tree holds countless options for helping people understand and appreciate themselves, and process difficult experiences such as domestic violence.

- The *ground surface* can be interpreted as a life curve. It can be steep or bumpy, or it can be going in the right direction. It can also be understood as the person’s current life, and daily activities, etc. can be drawn there.
- Withered, *fallen leaves* can represent important people who passed away.
- Being a tree in a *forest* can symbolize being part of a group. This metaphor can be used if working with a group of children, and you can talk about how a single tree is more vulnerable to storms than a forest, where the trees protect each other against the wind.
- *Animals*, who visit the tree, can either depend on the tree for food or nesting, thus adding value to the tree – or they can merely pass by the tree or maybe even hurt the tree.
- *Weather*, e.g. in the shape of rain or sun, can both nourish but also challenge the tree, exposing it to drought or flood.
- *Storms* can be used as a metaphor for something that can rock or shake the tree.



# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

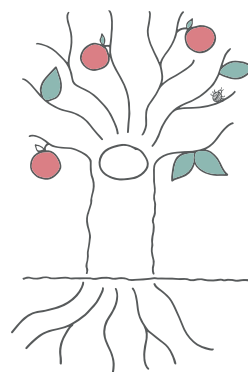
Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### TRAINER PRESENTATION: TREE OF LIFE (15 MIN)

Make a presentation, where you introduce the Tree of Life.

Use a drawing of your own tree or the Handout of the Tree of Life. Explain the main purpose of the Tree of Life model, being a tool to strengthen the sense of identity, as well as build a sense of belonging – both very important for a person to thrive.

Go through the different parts of the tree and what they represent. Please see the Background Paper on the Tree of Life for inspiration.



NB: For now, keep the focus on using the Tree of Life with grown-ups. After the debriefing of the drawing exercise, you can move on to discuss how it can be used with children.

Tell the participants that they will now each draw their own Tree of Life, in order to reflect on their own lives and explore how they became the persons they are today.



## EXERCISE: DRAW YOUR OWN TREE (60-70 MIN)

Give each person a large piece of paper. Also provide different markers and copies of the Handout of the Tree of Life – or show it on the screen.

- Instruct participants to draw their own tree. Let them choose freely where they want to sit. Emphasize that the point is not for them to make beautiful drawings, but to focus on their reflections and the words they want to write on their trees.
- Allow 20-30 minutes for drawing the trees. Check up along the way to see when they finish. This exercise should not be rushed.
- Divide participants in groups of three – or let them form the groups of their choice. It is recommendable that the groups are made up of participants who know each other at least a little bit, as they will have to give feedback on what they each do well.

Now do three rounds of presentation and feedback (30 min).

- Each participant first spends 5 minutes presenting their drawing to the other two group members.
- The other two follow up with 5 minutes of feedback to the presenter on what they believe the presenter is good at and does well. The presenter adds the feedback to her drawing as pieces of fruits (gifts).
- Change the role of the presenter until all group members have presented their drawings and received feedback.
- Make sure to keep track of time, and remind the participants when to switch roles during the presentation and feedback rounds.



## DEBRIEFING THE EXERCISE (20-30 MIN)

Bring the participants back to plenary for the debriefing of the exercise. Write the debriefing questions on a flip chart, and also make space for noting down the comments under each question. Make sure that all the groups are represented in the discussion.

- What did you learn about each other and yourselves from this exercise? What did you notice?
- How was it to do the exercise? Was it easy? Was it hard? Why?
- How did you feel when you shared your Tree of Life?
- How did it feel getting feedback?
- How did it feel giving feedback?
- Did anything surprise you?
- How could the Tree of Life be used with women survivors of violence?
- Could the Tree of Life be used as a teambuilding tool at your workplace?
- Which advantages and challenges do you see in using this model in your work?

Move on without discussing ways of using the Tree of Life with children. This will be done later on.

## TRAINER PRESENTATION AND DEBRIEFING (45 MIN)

**Make a short presentation, where you explain how the Tree of Life can be used with children.**

The Tree of Life works well as a common third, and the child's tree can be drawn and developed over several conversations, where the shelter worker guides the process by asking questions to explore the story of the child.

Please see the Background Paper on the Tree of Life for inspiration. Also, you can use the session on Conversations Techniques for Children for more information.

**After the presentation, have a discussion where the aim is to explore how the model can be used with a primary focus on children. You can use the questions below.**



Introduce the Child Prop of your choice (a toy, a hat, etc.):

The Child Prop symbolizes the child's perspective, and anyone who wishes to speak on behalf of the child, should hold or wear the Child Prop. It is important to consider how the child itself would feel about something, and the Child Prop helps us remember this perspective.



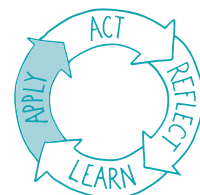
- What is your first impression of the Tree of Life as a tool for talking with children?
- Could it enrich or challenge your position, working with children? In which way(s)?
- How do you think children would react to the use of this tool?
- How could it be used in conversations with mothers about their children?
- Which advantages and challenges do you see in using this tool when working with children?
- Do you see other ways the model could be used?
- What can you do to make sure you will be able to start using the Tree of Life in your work?

If relevant, allow time for planning the implementation. Maybe in pairs or groups, who can support each other in the commitment, in order to increase the chance of successful implementation.

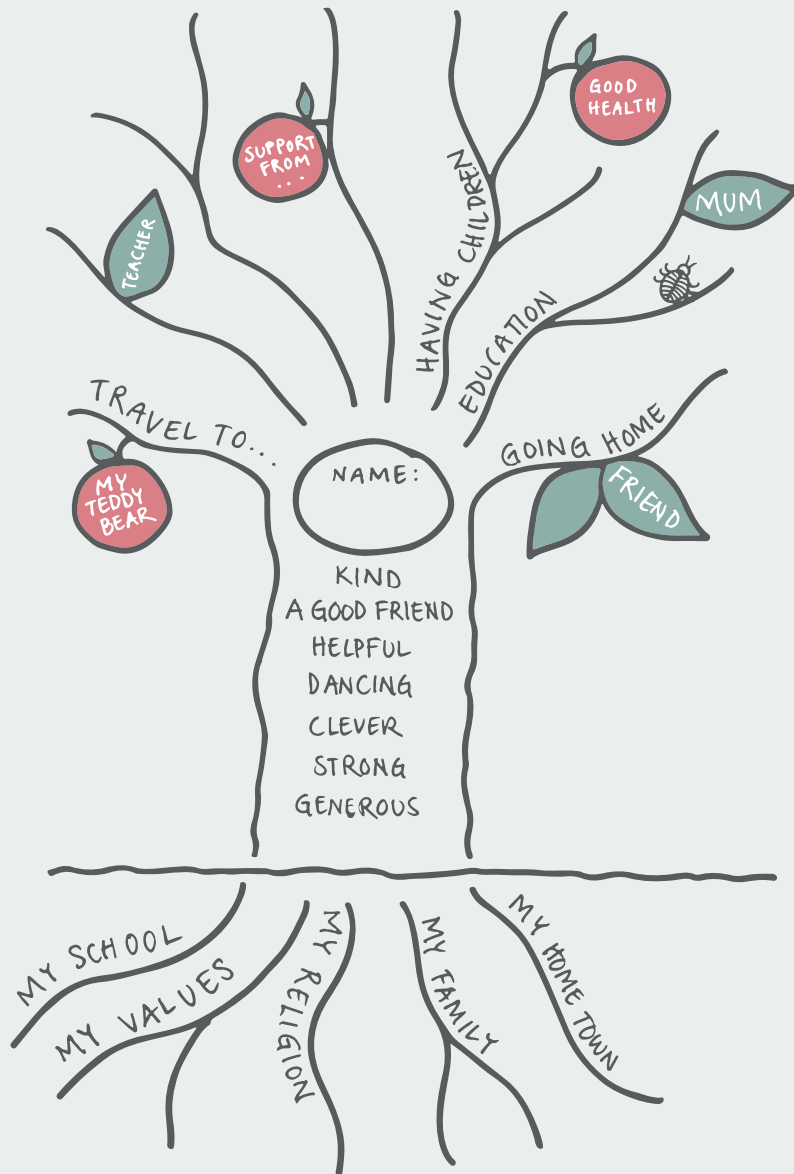
## SUM-UP OF THE SESSION (5 MIN)

**The purpose of the sum-up is to extract the most important learning points of the whole session.**

Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one important point they have learned during this session, and which they want to take with them in their daily work.



# Tree of Life



FRUITS:  
**GIFTS**

INSECTS:  
**THREATS**

BRANCHES:  
**HOPES & DREAMS**

LEAVES:  
**IMPORTANT PEOPLE**

TRUNK:  
**SKILLS**

ROOTS:  
**ORIGIN**

# LEAVING THE SHELTER

## ACTIVITY TYPES

Trainer presentation / group work / simulation / brainstorm / writing exercise / reflection

### SHORT DESCRIPTION

This session focuses on the phase where women and children are preparing to leave the shelter. It provides concrete tools (outsider witnessing, safety plan, fairy tale), which will help this transition. It offers a focus on both women, but also on children, who are often overlooked. It includes training the method of outsider witnessing: a narrative tool, which can be used both for supporting former shelter residents, but also as a tool for strengthening the staff group.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Account for typical challenges arising when leaving a shelter – for women and children
- Apply the tools of outsider witnessing, safety plan and fairy tale in assisting women and children leaving the shelter
- Use outsider witnessing in the staff group

### ADVANTAGES

The exit phase of a shelter stay can sometimes be misunderstood as a merely practical process. But this session provides rather simple tools, which can be implemented directly when rounding off a processes with shelter residents, easing their worries and anxieties related to leaving. It is based partly on the Narrative Approach, linking it naturally and directly to other sessions in Working with Violence.



2-4 HOURS



6-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the Background Paper on Leaving the Shelter.
- Make the graphic illustrations for the training days, the sessions planned and the flipcharts.
- If the Narrative Approach has not yet been introduced in another session, you need to make time for and introduce the Narrative Approach before you start this session. Please see the [Background Paper on Conversation Techniques for Women](#) for more on Narrative Approach.
- Depending on which version of the exercise on outsider witnessing you choose, you might need to choose a short movie for this exercise.



## Materials

- Flip chart paper
- Post-its and / or coloured paper
- Markers and pens
- Sticky tack
- Note paper
- The Child Prop

## Notes to trainer

Be aware of the following during the session

- This session suggests two exercises introducing two tools for assisting children who leave the shelter: the safety plan and the fairy tale. You can choose to omit the fairy tale exercise, e.g. if you do not have enough time. The fairy tale is not described in detail in the Background Paper for this session, but the session text has a link to an example of a fairy tale in How We Work. Other products in addition to a fairy tale, which can be given to children leaving a shelter, include the outsider witnessing (described in this session) and the Tree of Life (see the session on Tree of Life).

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### More on outsider witnessing:

[https://narrativepractices.com.au/attach/pdf/Outsider\\_Witness\\_Common\\_Questions.pdf](https://narrativepractices.com.au/attach/pdf/Outsider_Witness_Common_Questions.pdf)

# BACKGROUND PAPER

## LEAVING THE SHELTER

Leaving the shelter can spark a renewed crisis characterized by insecurity, fears and self-doubt. But much can be done to prepare the move and equip a former shelter resident with tools to support her life after the shelter.

This session does not train specific conversation types for the Exit and Aftercare Phases of a shelter stay, but rather provides tools which can be used to support the move. However, for an overview of the shelter phases and related conversation types, please see the [Background Paper on Conversation Techniques for Women](#). For links to further reading, please see the front page of the same session.

### Women leaving a shelter

Many women feel ambivalent about leaving the shelter. On the one hand, they are hopeful and look forward to their new life, but on the other, they can be insecure about taking care of themselves and their children, coping with future challenges, the role of the perpetrator, etc. At the Danner shelter, we work with practical planning, develop strategies for countering the potential challenges, and we support the alternative positive self-narrative by talking about agency and skills. We also give the woman a testimony in writing (see below), which she can read and re-read whenever she wants to, and we make sure she knows that she is always welcome to contact us again.

By stabilizing a mother, we also help her child, as the child often mirrors its mother's feelings.

### Children leaving a shelter

Children leaving a shelter can have many worries, which we need to help them deal with. Typically, they think about how their new life will be, fear that the violence will reoccur, and have questions regarding their father (if he is the perpetrator). As the violence used to be a secret for many children, it is also important to make clear agreements with the child and the mother that it is OK to tell someone, in case of renewed problems at home. A safety plan is a helpful tool (see below).



If we have made a [Tree of Life](#) during the shelter stay, we also use it to round off the stay by talking about the child's skills, agency and hopes for the future. In some cases, we give the child its own Tree of Life, or a personal fairy tale, to take home. Please see [How We Work](#), page 133, for an example of a personal fairy tale.

## TOOLS TO EASE THE MOVE

### The method of outsider witnessing

Outsider witnessing is a narrative method, which helps thicken a preferred positive self-narrative. Witnessing is performed by a third party in a therapeutic conversation, but can also take the form of a written testimony, which a woman or child leaving a shelter can take with them. In its physical form it can be read over and over again, and help remind the person of her strengths and skills.

Outsider witnessing contributes to decreasing a feeling of loneliness, which is often connected to concerns and problems in our lives, because it is based on what is in common between the witness and the witnessed. It builds a bridge and shows the witnessed that her experience can move others. The witness can be a close relative (e.g. the child's mother), a fellow shelter resident or a professional. It can be one or more person(s).

Outsider witnessing is based on these four categories of responses:

- Identifying the Expression: *"What caught your attention?"*
- Describing the Image: *"Which images of the person's life and identity did this evoke?"*
- Embodying Responses: *"What is it about your own life that makes this particular expression catch your attention?"*
- Acknowledging Transport: *"How have you been moved? Where has this taken you?"*

Please see [How We Work](#), page 129-130, for an example of outsider witnessing in the form of a written testimony.

### Making a safety plan for children leaving a shelter

A safety plan spells out what the child can do, thus supporting the child's belief in its own agency. It is based on the child's specific questions and worries and clearly states what to do or where to turn for help, including contact information such as telephone numbers. It can include physical safety and where the child can turn for intimacy and security, in addition to the mother, if it feels scared or upset. It is very important that the safety plan is made together with the mother, so she is aware of her child's worries and so that the child feels the mother's acknowledgement and support.

## AFTERCARE

If it is possible, it can be very helpful for former shelter residents to maintain contact with the shelter. Aftercare can take many forms (home visits by shelter staff, continued therapeutic conversations, aftercare groups with other former shelter residents about challenges in life, etc.), but the important point is to continue the support for women fighting their way out of violence, as we know that this process might very well stretch beyond the period of a shelter stay. For more on aftercare, please see [How We Work](#), pages 134-148.

## **OUTSIDER WITNESSING AS A STAFF TEAM TOOL**

Outsider witnessing can also be used in staff groups in order to strengthen the team spirit, share responsibility, and, as such, reduce pressure on the individual worker, e.g. expressing itself in feelings of loneliness – and maybe failure – when handling difficult cases.

Outsider witnessing in staff groups is performed much in the same way as when it is used as a tool in therapeutic conversations:

One staff member is asked to share a case, which is difficult and poses problems or challenges, which she finds hard to solve. Another one or two staff members listen to her, and make notes according to the four elements of outsider witnessing (see above). Finally, they witness her account, acknowledging her efforts as well as her struggles, thus reducing her feelings of inadequacy or powerlessness – and boosting her sense of ability and professionalism. Especially the last two elements (Embodying Responses and Acknowledging Transport) will serve to strengthen the team feeling, because they are designed to shed light on what is shared, thus building a bridge between the witness(es) and the witnessed.



# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### TRAINER PRESENTATION: OUTSIDER WITNESSING (15 MIN)

Make a presentation where you introduce the method of outsider witnessing, and how it can be used both during a shelter stay, and when a woman leaves the shelter.

Outsider witnessing can be done orally or in writing. An oral witnessing is very useful as a part of narrative therapy, supporting the positive self-narrative. When a woman leaves the shelter, a written witnessing can be given to her, so she can take these positive words with her.

In this exercise, you will train the oral version. Please see the Background Paper on Leaving the Shelter, and introduce the four elements of the outsider witnessing, writing them on a flip chart or board, or print and hand them out to participants.





## EXERCISE: OUTSIDER WITNESSING (20-40 MIN)

This exercise can be done in two different ways. Choose the version that best fits the time available.

Watch a movie – witnessing in plenary (20 min)	Witness each other – all participants active both as witness and witnessed (40 min)
<ul style="list-style-type: none"> <li>• Instruct participants to take notes according to the four elements of outsider witnessing.</li> <li>• Show a short movie, portraying an experience of violence, a stay at a shelter, or a related topic.</li> <li>• Ask 2-3 participants to perform their outsider witnessing of the story in the movie.</li> </ul>	<ul style="list-style-type: none"> <li>• Divide participants into groups of 3.</li> <li>• One participant tells a personal story of a challenging time or event (5 min)</li> <li>• The other two witness the story, based on the four elements of outsider witnessing. The witnessed listens, but should not interrupt (5 min)</li> <li>• Repeat the set-up three times, until all participants have had their story witnessed.</li> </ul>



## DEBRIEFING THE EXERCISE (20-30 MIN)

Have a plenary debriefing of the exercise. Depending on which exercise you did, use some or all of the following questions, focusing on what you learned about the method of outsider witnessing.

- How did it feel, having your personal story witnessed?
- How was it to prepare the witnessing, focusing on the four elements of outsider witnessing?
- How did it feel to perform the outsider witnessing?
- Which part of the witnessing especially made an impression on you? Why?
- How do you think the women you work with will respond to outsider witnessing?
- How do you imagine you can use the method of outsider witnessing in your daily work?
- Can you incorporate the oral witnessing in your therapy sessions? How?
- Can you use the written version of outsider witnessing? How? When?
- How can you work together in order to implement and perform outsider witnessing in your daily work?
- Can you use outsider witnessing as a tool to support each other in your professional practice? How?
- Do you see other ways you can use the method of outsider witnessing?
- Will you do anything differently, when returning to work? What? How?

Finally, allow 10 minutes for the participants to think about the presentation and exercise, and note down three important points they want to take with them in their daily work. If relevant, allow more time for pair or group work on implementation plans.

The following exercises will focus on children. Therefore, it is time for the Child Prop. Bring along the Child Prop of your choice and introduce it to the participants. It can be a pair of glasses, a hat, a teddy bear, etc. Whoever has the prop, will represent the child. The prop symbolizes the child's perspective and should be used throughout the training, every time someone speaks on behalf of a child. Make sure to use it yourself and remind the participants, if needed.



## BRAINSTORM: CHILDREN LEAVING A SHELTER (10 MIN)

Facilitate a brainstorm on the conditions of children leaving a shelter. The purpose of the brainstorm is to open up the theme of children leaving the shelter, and tuning in on their needs in this situation. The brainstorm will be followed by exercises on how to best assist the children.



- Write CHILDREN LEAVING THE SHELTER at the centre of a flip chart. You can also illustrate it with a small drawing, if you want.
- Invite participants to brainstorm on feelings, worries and questions of children moving away from a shelter. Write all input on the flip chart.
- If it is difficult for the participants to come up with anything, spark the thinking process with some questions. E.g.:
  - Where will the child live?
  - Will the perpetrator still be in the family / home / neighborhood?
  - What do the friends of the child know about the violence?
  - Has the child been away from school?
  - How will the child reintegrate into its normal life?
  - Where can the child go if the violence happens again?
  - Who can the child talk to if it feels scared?



## EXERCISE: MAKE YOUR OWN SAFETY PLAN TEMPLATE (45 MIN)

Based on the brainstorm, the participants will now develop their own templates for a safety plan, which can be filled in with the child before he / she leaves the shelter.

- Give the participants 10 minutes to work individually: they should each write down what the safety plan should include. It can be formulated as themes or areas to cover, or as specific questions.
- Divide the participants in groups of 3. It is recommendable to group participants from the same shelter if possible. Give each group a large piece of paper and some markers.
- The groups will now have 20 minutes to develop their own template for a safety plan for a child leaving the shelter, based on their individual ideas. The groups will hang their safety plan templates around the room.
- Give the groups 5 minutes to look at each other's safety plan templates.
- Finally, give the groups 5 minutes to go back to their own templates and add elements or adjust them, if they want.







## EXERCISE: WRITE A FAIRY TALE FOR A CHILD (30 MIN)

The written outsider witnessing (see above) can also be used for children, but another option is giving the child its own personal fairy tale.

- Briefly, introduce the concept of writing a fairy tale as a good-bye present for the child.
- Ask participants to think of a specific child, they worked with.
- Give participants 20 minutes to write a short fairy tale (1 page), which describes the strengths of this particular child, and which can be given to the child in order to support its self-esteem and feeling of worth.
- Ask some (or all) of the participants to read their fairy tales aloud – for inspiration.
- If you do not have time to hear all the fairy tales, you can choose to hang them around the room, so participants can read each other's work.



## DEBRIEFING: SAFETY PLAN TEMPLATE AND FAIRY TALE (20-30 MIN)

Debrief the exercises on the safety plan template and the fairy tale. Use some or all of the following questions.

- How was it to work on the safety plan templates? Individually? In groups?
- Did you find any parts in the other groups' safety plan templates, which inspired you to change your own? Which ones?
- Can you use the safety plan template in your daily work? How? When? How will you implement it?
- How did it feel to think of a specific child and formulate its story as a fairy tale?
- Was it difficult or easy to write the fairy tale? Why?
- How do you think the children you work with would respond if they were given a fairy tale about themselves?
- Can you use the fairy tale in your daily work with children, who have experienced violence? How? When? How will you implement it?

Finally, allow 10 minutes for the participants to think about the safety plan template and the fairy tale exercises, and note down three important points they want to take with them. If relevant, allow more time for pair or group work on implementation plans.



## SUM-UP OF THE SESSION (5-10 MIN)

The purpose of is to extract the most important learning points of the whole session.

Ask the participants to stand up and form a circle. Toss a ball around (a balled up scarf, a pencil case, anything you can toss), asking each participant to mention one or two important points they have learned during this session, and which they want to take with them.

Alternatively, you can do the sum-up by asking participants to write the one or two most important learning points they will take with them from this session, on a post-it or coloured piece of paper. Hang them on a wall and read them out loud.

# HOW TO TAKE CARE OF YOURSELF

## TARGET GROUPS

Staff at shelters and related services

**H**ow to Take Care of Yourself is an absolutely necessary theme, which naturally has a place in most trainings, as empathy often becomes a burden when working in a field such as domestic violence. It is specifically targeting staff, but you will also find that some of the exercises can be used with violence survivors themselves. It consists of four sessions, where the first three primarily deal with self and collective care, while the fourth session on Avoiding Stress and Burnout addresses the overall responsibility of the workplace to provide a good framework for its staff. How to Take Care of Yourself explains the terminology of different types of compassion fatigue and provides a number of tools and exercises, spread out across the four sessions. Some are generally relevant, even if you only have time for a small part of the total material of this theme. Therefore, it is recommendable to read through all the sessions, and pick out exercises such as My Safe Place (Compassion Fatigue), the Conference Model (Vicarious Trauma), Collegial Debriefing (Countertransference) and Mindfulness (Avoiding Stress and Burnout). How to Take Care of Yourself also provides a general background paper on Nature as a Self-Care Tool, which is also generally relevant and applicable, regardless of which sessions you pick out for your training. This background paper is especially relevant for violence survivors as well, if you wish to include Nature Based Therapy in your practice.

## LEARNING OBJECTIVES

This module will equip the participants to

- Explain the concepts Compassion Fatigue, Vicarious Trauma, Countertransference, Stress, Burnout, Primary Traumatization, Secondary Traumatization and Somatic Empathy
- Apply specific tools for self-care and for supporting each other in the staff group
- Incorporate the use of nature in their individual and collective care efforts

## TABLE OF CONTENTS

### General background paper: Nature as a Self-Care Tool

Compassion fatigue and nature  
How to use nature as a self-care tool

### COMPASSION FATIGUE: WHEN EMPATHY BECOMES A BURDEN

#### Background paper

Clarification of concepts  
Somatic empathy

#### Handout

Handout 1: Compassion fatigue (illustration)  
Handout 2: My safe place

### VICARIOUS TRAUMA: TAKING OVER THE TRAUMA

#### Background paper

Vicarious trauma  
The neurophysiology of arousal

#### Handout

Handout 1: Tools to avoid vicarious traumatization  
Handout 2: The participatory decision-making method

### COUNTERTRANSFERENCE: OUR OWN HISTORY

#### Background paper

Countertransference  
What to do?

#### Handout

Handout 1: Taking a self-history  
Handout 2: Collegial debriefing

### AVOIDING STRESS AND BURNOUT

#### Background paper

What is stress?  
The responsibility of the workplace

#### Handout

Handout 1: Mindfulness meditation  
Handout 2: Preventing and reducing stress

# BACKGROUND PAPER

## NATURE AS A SELF-CARE TOOL

**As all living beings, we come from nature. Our brains are fundamentally designed to be in nature. We find meaningfulness in nature: the symmetry of flower petals, the circle of life, sowing and harvesting, etc. This is why nature, in itself, has a calming effect on us.**

### COMPASSION FATIGUE AND NATURE

Working in an emotionally demanding field, such as shelter work, can take a toll on our nervous system. When our nervous system is aroused for a longer period of time without breaks, resources are directed towards danger response. This means that restorative and relaxing processes are decreased, and we can experience e.g. stomach problems and difficulty sleeping. And we can feel that we lose contact with our body. As nature automatically activates the senses, it can be used to reestablish a contact to our body and, thus, regulate arousal levels.

Most people intuitively feel calm in nature, and nature reminds us of something positive, connected to early memories. The healing and calming capacity of nature is based on the way we sense nature and the connotations it invokes in us. These are based on individual backgrounds and experiences, and therefore, different interaction with nature can have different effect on different people.

### HOW TO USE NATURE AS A SELF-CARE TOOL

For shelter staff (as well as for violence survivors), nature is a powerful resource for countering trauma symptoms. Here are a few exercise and specific steps you can take to actively use nature settings to regulate your nervous system. Experiment until you find the ways that work best for you.

#### Activating soft fascination

Research shows that people process information through two types of attention: directed attention and soft fascination. In environments with many and fast impulses, e.g. a city, we use our directed attention. This type requires constant high-speed processing of numerous impulses. Directed attention is a limited resource, which we can easily exhaust if we do not have opportunities to recover. When staying in a nature setting, we use soft fascination, which is a mental state very similar to that promoted in mindfulness exercises. Our

mental state is relaxed and we calmly scan surroundings without spending much energy. Soft fascination has a restorative effect on our nervous system. We use this kind of attention to explore the environment, to detect a glimpse of water or the wind stirring the leaves in a treetop. We can activate our soft fascination by e.g. staring at a lake for a longer period of time and simply notice the changes (reflections, animals that pop up from the water, movement, etc.).

### **Sensory experiences**

Consciously activate your senses: Walk barefoot, listen to the birds or the wind in the trees, feel the warmth of the sun on your face or body, taste berries and smell flowers, herbs, trees, etc. You can choose to close your eyes to intensify the senses.

Pay attention to which early memories might be evoked by different sensory experiences.

Specific activities, which are not mentally demanding, such as weeding or watering a garden, redirects the focus from your head (excessive thoughts, negative thoughts, worries, feelings of insufficiency, etc.) to your hands and body and the nature around you.

If possible, try to incorporate short doses of nature in your work day: Take a walk when you have a break, or eat lunch outdoors.

### **Sense of a higher meaning**

Nature offers a variety of systematic and logical patterns, which can inspire spiritual, magical or religious feelings. In this way, just spending time in nature and exploring details with the curious approach of a child, can produce a sense of a higher meaning. This perspective can reduce the overwhelming energy of everyday challenges, and we can find comfort in being part of something much larger than ourselves and our immediate challenges. Specific activities such as gardening, collecting mushrooms or berries, horseback riding or camping can bring about this feeling.

### **Mindfulness**

Mindfulness has a general focus on discarding demands and observing and accepting yourself and your circumstances. Mindfulness can be performed anywhere, and it is recommendable to choose a nature setting, and include a focus on different sensory input in the mindfulness session. For a simple mindfulness exercise, please see the handout in the session titled [Avoiding Stress and Burnout](#).

### **Metaphorical link between human and nature**

When experiencing stress and trauma, we often also lose contact with our physical body. The challenges we experience can be difficult to grasp and describe. Nature provides a rich metaphorical vocabulary, which can be used to create pictures that are easier to relate to.

Here are some examples:

- The cyclical change of the seasons
- Sowing a seed and seeing it grow
- Nutrition and fertilizer
- Uprooting – rooting – grounding
- Rebirth – new sprouts
- Digging deep
- Planning for a good harvest
- Standing firm as a tree
- Weeding
- Swaying in the storm

Exercise: Look through these expressions (and come up with more yourself), and talk about what they could each symbolize and how you can use them to help each other when experiencing emotional distress. You can also use them in your work with violence survivors. Please also see the [Tree of Life](#) for more nature metaphors.

### **Body and Arousal Awareness**

To be able to help yourself, you need to be able to register your own reactions to the cases and stories you are exposed to through your work. If you can do that, you can act to replace those influences and reactions – e.g. by using nature to distract and divert your nervous system when arousal levels rise. Please see [Handout 1](#) in the session Vicarious Trauma, for a tool to train your own body and arousal awareness.

### **Use nature as a setting whenever you can**

Nature is always available and free to use. It offers a room for peace and perspective and it provides a relaxing frame for community, play and contemplation. When possible, you can use nature as a setting for other exercises and activities as well – during the training or just in your everyday work and life. Be creative and train yourself to incorporate nature whenever you can. Meditation exercises, pair and group work, silent reflections, drawing exercises, etc. can all be done outdoors.

## **FURTHER READING**

This article provides an interesting further read on how nature can be included in treatment for survivors. It also unfolds the use of specialized garden environments for rehabilitation.

<https://pdfs.semanticscholar.org/b0db/3a1d04ef2dfcdb2327ff144d181cb5a49ec9.pdf>



# COMPASSION FATIGUE

## WHEN EMPATHY BECOMES A BURDEN

### ACTIVITY TYPES

Breathing exercise / film / trainer presentation / pair work / think-pair-share / reflection and discussion / hypnotic exercise

### SHORT DESCRIPTION

This session introduces the overall concept of Compassion Fatigue, which includes different types of distress related to working in an emotionally challenging field, such as domestic violence. It clarifies the different concepts and opens up the topic, which will be treated in more detail in the following sessions. It includes an exercise where participants explore their own emotional and bodily responses to their work, and embarks on the task of making the unconscious conscious – in order to be able to employ strategies to protect oneself. Finally, participants will do a short hypnotic exercise to identify a mental Safe Place for themselves, which they can turn to for calm and comfort when work is overwhelming.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Explain the concept of Compassion Fatigue
- Identify their own responses to working with traumatized individuals

### ADVANTAGES

This session opens up the theme of protecting oneself, when working in an emotionally challenging field. As such, it is intended to invoke curiosity in the participants to learn more about how they can take care of themselves, and each other, in their daily work. Before embarking on any of the other sessions in How to Take Care of Yourself, this session is very helpful in clarifying the different concepts relevant to the overall topic.



2½-4½ HOURS



6-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Compassion Fatigue.
- Make sure you have the needed equipment available to show the film, including a reliable internet connection.
- Prepare your presentation.
- Print handouts.
- Print the questions for the pair work exercise, so you can hand them out to participants. Alternatively write them on a flip chart (then all participants have to stay in the same room for this exercise).

## Materials

- Flip chart paper
- Markers
- Sticky tack
- Pen and paper
- Link to film about Compassion Fatigue:  
<https://danner.dk/en/tools/tools-for-shelter-staff>
- Perhaps a small bell or something else to produce a sound to start and end the hypnotic exercise.

## Notes to trainer

Be aware of the following during the session:

- The length of this session can vary a lot, as you can choose to repeat one of the exercises. Options are mentioned in the session text. Have this in mind when planning the session.
- This session deals with the participants' own emotions and bodily responses, and there is a risk that it can be emotionally overwhelming. Be ready to assist, in case somebody needs a debriefing.
- Please note that the term Secondary Traumatization is being used wrongfully in the film. Make sure to clarify any confusion that might arise from this. The correct terminology is explained in the background paper on Compassion Fatigue.
- The exercise Find Your Sensory Anchor can also be used in other sessions. It is recommendable to always include it when you work with self-care.

## MORE INFORMATION

The following recommendation for further reading can also be shared with participants, if relevant

### **Babette Rothschild: Help for the Helper (2006)**

# BACKGROUND PAPER

# COMPASSION FATIGUE

# WHEN EMPATHY

# BECOMES A BURDEN

This paper will provide an introduction to the different concepts of the umbrella term Compassion Fatigue and the consequences of working in an emotionally challenging field. The model below (which can also be found in Handout 1) illustrates the relations between the different potential consequences of working as e.g. a shelter worker. Understandings of the different terms vary, and you might encounter different versions from other authors. The understanding employed here is based on Babette Rothschild's work .

## CLARIFICATION OF CONCEPTS

### Compassion Fatigue

Compassion Fatigue is a general term applied to any suffering, which is a result of working with emotionally difficult cases. Compassion Fatigue takes different forms, but in general, it mostly happens unconsciously and can have physical and mental consequences.

### Vicarious Traumatization

Vicarious Traumatization is one form of Compassion Fatigue and includes the negative effect when exposed to accounts of another person's trauma. Anyone working in a helping capacity, including shelter staff, is at high risk. Vicarious trauma is also sometimes described as 'catching the trauma', as if it was a contagious disease. Even when not directly involved in the client's trauma, a therapist or social worker can still vicariously experience it in her nervous system. The result is similar to feeling vicarious excitement while watching someone on a roller-coaster ride on television or a touching movie that can make you cry; though there has been no actual exposure to the event, you can still feel it.

The session [Vicarious Trauma](#) further explores this concept and ways to shield yourself from the negative impact.

### Countertransference

Countertransference is also based on the idea that feelings and traumas can be transferred between people, thus also from helper to client. For shelter workers and other helpers, this

means that it is very important to be aware of your own background and history, because it will most likely affect how you behave in the therapeutic relationship. The helper's reactions to the client have roots in her own past. Rothschild emphasizes the fact that the therapeutic relation actually consists of two people and two personal histories.

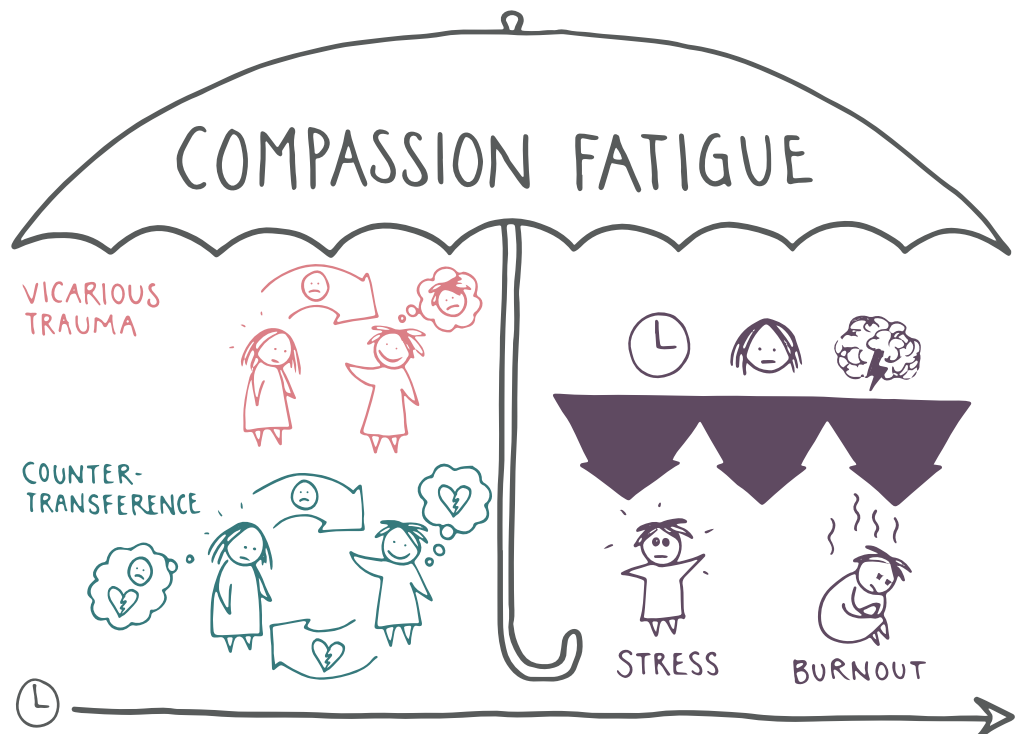
The session [Countertransference](#) goes more into detail, providing exercises to explore oneself, and tools to counter negative consequences.

### Stress and Burnout

Stress and burnout are both overload responses. They are reactions which show after longer periods of pressure, and they are most often related to working conditions, which also means that the remedy mainly should be found in improving working conditions. While the individual worker can try to adapt healthier work habits, the responsibility of preventing and overcoming stress and burnout ultimately lies with the workplace, who is responsible for providing optimal conditions for the workers to thrive.

Burnout is the extreme circumstance, and describes a state where one's health is suffering and the general quality of life is severely affected because of the impact of work.

The session [Avoiding Stress and Burnout](#) will provide more on the topic.



The below table compares the types of negative impact typically experienced by shelter workers, showing that while vicarious trauma has to do with individual relations between helper and client, stress and burnout are primarily influenced by working conditions.

VICARIOUS TRAUMA	STRESS AND BURNOUT
Cumulative, with symptoms that are unique to each individual	Cumulative, usually over long period of time
Not necessarily predictable	Predictable
Life dissatisfaction	Work dissatisfaction
Permeates work and home	Evident in work environment
Related to empathic relationship with clients' traumatic experiences	Related to work environment conditions
Can lead to health problems	Can lead to health problems
Feel out of control	Feel under pressure
Symptoms of post-traumatic stress disorder	Lack of motivation and / or energy
May have triggers that are unique to each individual	No evidence of triggers
The remedy is treatment of self, similar to trauma treatment	The remedy is time away from work to recharge (vacation, stress leave) or positive change in work environment (improved conditions or sometimes a new job)

### Different – other – kinds of traumatization

In addition to Vicarious Trauma (described above), two other kinds are relevant in relation to shelter work:

- *Primary Traumatization* is understood as the impact of a traumatic incident on the obvious victim of that incident. This includes survivors of all types of traumatic events, including violence, accidents, losing a close relative, etc. This category of course also includes the personal traumas of anyone serving in a helping capacity. If e.g. a shelter worker has a personal primary trauma of domestic violence, this might be activated when meeting survivors at the shelter.
- *Secondary Traumatization* can be divided into two categories. The first involves family members and close associates who are present at traumatic events not targeting themselves, or who may suffer from their loved one's trauma as a result of the closeness of the relationship. E.g. the spouse of a rape victim. The second category of secondary traumatization involves helpers who are eyewitnesses to traumatic incidents. While not primary casualties of the event, they may become secondarily traumatized by what they see and hear in person. Theirs is not a vicarious experience, but an experience of witnessing, occupying a secondary position in relation to the traumatic event itself.

NB! Vicarious Trauma is sometimes, wrongfully, referred to as Secondary Trauma.

#### NOTES OF CLARIFICATION ON TRAUMA

When a shelter worker suffers from, or is more vulnerable to, the effects of Vicarious Trauma due to a personal history of trauma, the historical trauma is primary, while a traumatic reaction resulting from hearing descriptions of a client's trauma is vicarious. The nuanced definitions of Secondary Trauma and Vicarious Trauma allows for a distinction between the kind of trauma that the involved relatives will experience, and the kind of trauma the helper can get.

### SOMATIC EMPATHY

Empathy has been essential for the survival and evolution of mankind. The ability to put oneself in someone else's place has tied people together, but there is also a drawback; to take on another person's burden through empathy can be exhausting. Mirror neurons in our brain enable us to 'read' / understand and imitate each other. Individuals in a close, social relation often spontaneously and unconsciously copy facial expressions and postures, which in turn creates similar reactions in their nervous systems.

The theory of mirror neurons is an argument that empathy is not only psychological but also physical, defined as somatic empathy. When you unconsciously mirror bodily postures, your breathing and feelings are copied as well. Mirror neurons often work unconsciously, but by being aware and controlling your mirroring, you can protect yourself against vicarious traumatization. Another relevant advantage of controlling your mirroring is that, as a shelter worker, it is often more constructive and helpful if you are not in the same emotional state of mind as the woman in front of you. It can be hard to give advice, if you are not able to distance yourself from the trauma, and related emotions and problems.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

**Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.**

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### EXERCISE: TAKE A DEEP BREATH (5-10 MIN)

**Guide participants through this simple breathing exercise**

- Ask the participants to sit back on their chairs, both feet placed on the ground, arms hanging down, or hands maybe resting in the lap. They can choose to close their eyes or keep them open, if they wish.
- Now, instruct participants to take a deep breath – and hold the air in for a few seconds. Then take in a bit more air – and hold it again.
- Exhale in one long motion – and pause for a few seconds before inhaling again.

Repeat the exercise minimum 3-4 times, but even better 8-10 times. Then ask the participants to take a moment to notice how they are feeling. Then ask them: *'How do you feel?'* and *'Do you feel different now than before the exercise?'*

NB! You can choose to extend the exercise with a short discussion of how we can adapt simple measures to better take care of ourselves in our work. And you can repeat the breathing exercise later during the day, or start every training day or session with it.

Controlling our bodily impulses – such as breathing – is a way to regulate our own stress levels, and ultimately protect ourselves when working in an emotionally challenging field. Continue the session.





## FILM AND REFLECTION: TUNING IN ON COMPASSION FATIGUE (15 MIN)

Show film A about how working with emotionally difficult cases can have a negative effect on our quality of life. Please find link to the film on session front page.

Follow up with a short round, where participants reflect on which symptoms they have experienced in relation to their work. Was there anything in the film, which they recognized from themselves?



## THINK-PAIR-SHARE: MY STRATEGIES TO PROTECT MYSELF (20-40 MIN)

Almost everyone who works in an emotionally challenging field, has strategies to unload. But often this is done unconsciously. The purpose of this exercise is to become conscious about what we each do to protect ourselves. When conscious, it is easier to use the strategies more actively and efficiently.

- Ask participants to think, individually, about what they typically do if they have had a hard day at work. Give them a couple of minutes.
- Then, ask them to pair up with the person next to them and share their individual strategies. Give them e.g. 5 minutes.
- Finally, have a round in plenary where some or all of the participants briefly tell about what they tend to do when work becomes too much.

You can conclude the exercise by stating that – whether unconscious or not – most people automatically develop strategies to protect themselves. Address the participants' experience and learning outcome by asking a few reflection questions. The following questions are only for inspiration. Do not use all of them, but just choose a couple to make participants share and inspire each other.

- Were you aware of your own strategies before this exercise?
- How does it feel to know that you have tools to protect yourself?
- What did you learn from hearing the other participants' strategies?
- Did you get inspired by something you heard?
- Was there something in this exercise, which is new or surprising to you?
- How can you use this knowledge in your work?



## TRAINER PRESENTATION (20 MIN)

Make a short presentation, which serves to build a common foundation for understanding the overall theme of Compassion Fatigue, and clarify the different concepts, which fall under it.

Firstly, introduce and clarify the concepts of Compassion Fatigue, Vicarious Trauma, Countertransference, Stress and Burnout, as well as Primary and Secondary Trauma. Make sure to clarify the terminology: the term of Secondary Traumatization has often, wrongfully, been used to describe the concept of Vicarious Trauma. As this is also the case in the film, make sure that the use of different terminology does not confuse.

Secondly, explain the concept of Somatic Empathy: that we adopt not only emotions, but also

bodily impulses (pose, breathing, etc.). This knowledge is useful in order to be able to minimize the negative effects of working with difficult cases.

Please see the Background Paper on Compassion Fatigue for a clarification of the above mentioned concepts. You can use Handout 1: Compassion Fatigue to support your presentation, if you wish.

## EXERCISE: FORCED SMILE (5 MIN)

**This small exercise shows how copying emotions can produce a similar effect as the real feeling.**

- Round off your presentation by asking the participants to smile – and keep the smile on their faces for 30 seconds.
- You start and stop the 30 seconds smiling exercise.

Research shows that even when poses and facial expressions are assumed actively, they release similar hormones in the brain as when the pose or expression happen naturally. In this smiling exercise, most will experience that the forced smile feels strange and unnatural at first, but slowly feels more and more 'real'.



## EXERCISE: PAIR WORK, EXPLORING OUR OWN RESPONSES (45-90 MIN)

**In this exercise, the participants will assist each other in exploring how they react to a specific woman (or child) they work with. The purpose is to become conscious of their own responses, and to be able to distinguish between mirroring the other and activating elements from their own life.**



**NB! Do not inform the participants of this purpose prior to doing the exercise.**

Ask participants to form pairs. Each pair should have pen and paper at hand, so they can make notes during the exercise.

- Explain the exercise: Person A will guide and take notes, as person B focuses on her own daily work and bodily reactions. Let them know that they will switch roles later and repeat the exercise.
- Ask them to decide who is person A and B during the first round.
- Ask all participants to think of a specific woman (or child) they have recently been or are currently working with. Give them a few minutes to choose one. Instruct them to make their choices silently.

Instruct the pair work:

Encourage person B to close her eyes, unless it feels uncomfortable. While person B focuses on the woman or child of her choice, person A guides person B through the following questions, and notes down person B's answers. (Examples for follow-up questions are provided in brackets):



- *Who do you imagine sitting in front of you right now?*
- *Which sensations do you feel in your body?*  
(hot, cold, achy, prickly, dizzy, etc.)
- *Do you have any visual or auditory images arising in your mind?*  
(pictures, colours, sounds, songs, etc.)
- *Can you sense any movement or muscular impulses in your body?*  
(body pose, head position, arms / legs position, clenched fists, tensing of muscles, breathing, etc.)
- *Which feelings do you have right now?*  
(anger, irritation, sadness, happiness, excitement, disgust, pity, fear, etc.)
- *Do you notice any specific thoughts?*

When having worked through all questions, bring person B back and round off:

- *Open your eyes, when you are ready.*
- *How was this experience?*

Make sure person B is fully back to reality and feeling ok, before you move on. You can insert a short break if relevant.

The pairs switch roles and repeat the exercise.

Gather everyone's attention and briefly introduce the difference between mirroring the other and activating your own past experiences. If you find it useful, you can write brief definitions of the two on handouts, and give them to the pairs before the last part of the exercise: the analysis of their reactions.

Finally, all participants take 10-15 minutes to look at the notes on their own reactions and analyze which of their responses could be a mirror of the woman or child they had in mind during the exercise, and which are more likely reflections from their own past.

### Repeat the exercise

This exercise can be repeated with different women or children in mind, to see how responses might differ from case to case. This can make it clearer which responses are related to the specific cases, and which might be derived from the shelter worker's own personal experience. If including more cases, it is recommendable to work through all the cases, before moving on to analysis of responses and debriefing of the exercise. When working through the cases, let person A and B take turns, so they each get a break before exploring their own responses again.



## DEBRIEFING THE EXERCISE (20-40 MIN)

**Have a plenary discussion, using some or all of the following questions to focus on what you have learned about your own responses to your daily work with survivors of domestic violence.**

NB! If you have a large participant group, you can make smaller groups of maximum 10 participants and hand out the debriefing questions to each group. Finally gather all in plenary and extract a few main points from the group debriefings.

- Which reactions did you experience when doing this exercise?
- How did it feel? Was it uncomfortable at any point? How and why?
- Were you surprised by the things you noticed? In which way?
- Was it easy or difficult to notice your reactions actively? Why?
- What does this tell you about the way you work?
- Is there anything you might want to do differently when returning to work?
- What was the most important learning outcome from this exercise for you?
- Can you use this knowledge in your work? How?

If doing more rounds with different women / children in mind, you also can use:

- Did your responses differ when thinking of another person? How?
- What did you notice specifically, when you compare the two (or more) exercise rounds?
- Were there reactions which were similar, no matter which person you were thinking of?
- What does that tell you?
- How can you use this experience and knowledge in your daily work?

## EXERCISE: MY SAFE PLACE (10-15 MIN)

**This exercise helps the participants to identify their sensory anchor, in the form of a Safe Place, which will be a mental state they can always turn to for peace and comfort.**

- Tell the participants that they will now be guided through a small hypnotic exercise, designed to help them create a mental image of a place, which they can call their Safe Place. They can use this so-called sensory anchor in the future, as a tool to calm themselves if they experience that their work overwhelms them emotionally.
- Use Handout 2 for this exercise. Detailed instructions are included in the handout.



## DEBRIEFING THE EXERCISE (15-20 MIN)

**Have a plenary debriefing of the Safe Place exercise, using some or all of the following questions. Alternatively, start out with doing some questions in pairs and finish off with general reflections in plenary.**

- How did it feel to do this exercise?
- What happened during the exercise?
- Was it easy or difficult to imagine a safe place for yourself? Why?
- Can you describe how you felt in the safe place?
- Did you already know your safe place – or did you discover a new place?
- Was there anything that surprised you during this exercise?
- Do you feel you can easily recall your safe place?
- Can you use your safe place in your work? How?
- Will the safe place have a positive impact on your well-being, in relation to your work?
- Which steps will you take in order to implement the use of your safe place in your work?





## SUM-UP OF THE SESSION (20 MIN)

The purpose of the sum-up is to attract the most important learning points from the session as a whole.

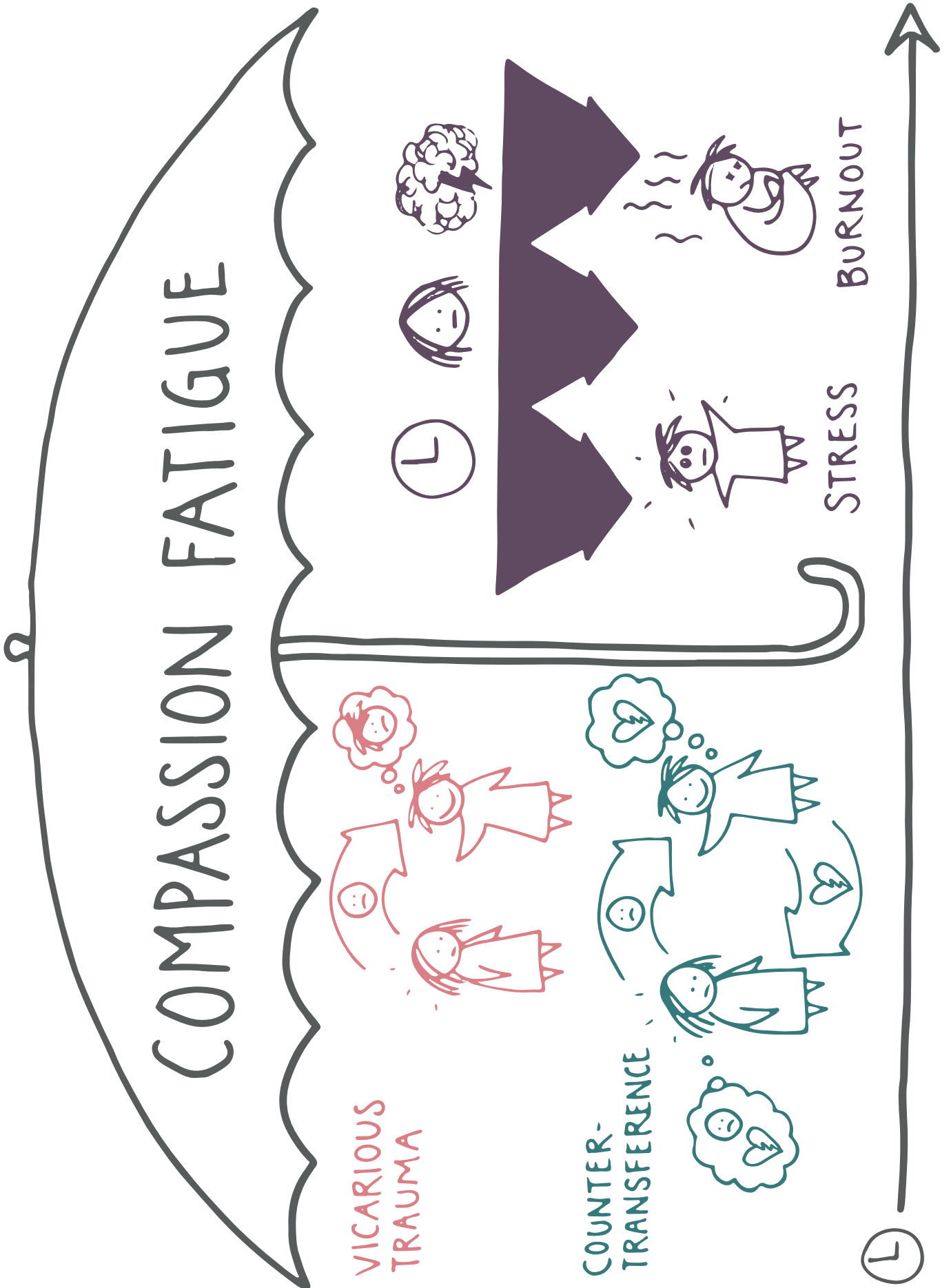
Since some of the exercises of this session can be quite taxing, as participants get in touch with their own emotions and maybe some difficult memories, do a silent sum-up, where they each sum-up by themselves.

- Briefly remind the participants of the different elements of the session – use the visual agenda you already have.
- Give the participants 10 minutes to write down the three most important learning points they take with them from this session. If possible, play some quiet music during the sum-up.

Finally, gather all participants for a brief shared sum-up. E.g. stand in a circle and check out with one word – or have everybody answer one specific question designed to extract main learning points.

### BE READY TO ASSIST

The nature of some of the exercises in this session might result in an emotional reaction from one or some of the participants, which needs a debriefing. Be aware of potential reactions, and plan beforehand how you will handle such a situation. If you are working together with another trainer, you can decide who will follow up with the participant in question and who will continue the session. Or you can inform participants beforehand of this risk and ask for openness and trust to come to you – or use each other – if they experience overwhelming feelings during the session. This is entirely normal, but it is impossible to predict who might get affected on this particular day, from this particular exercise, etc.





## My safe place

### HYPNOTIC EXERCISE – FOR RELAXING THE BODY AND MIND

By Specialist in child psychology, Kirsten Børsting (Robust Psykologhjælp)

Translated by Anne Zacho Møller, Danner.

#### INSTRUCTIONS: HOW TO FACILITATE THIS EXERCISE

Before starting the exercise, make sure to be calm and relaxed yourself. Read the exercise text aloud to the participants in a calm tone of voice and make sure to insert breaks often; between sentences when there is a full stop (.) and especially when asking the participants to do or imagine things, which take time.

Before you start, set the frame of the exercise, e.g. by saying: *“This is a meditation exercise focusing on relaxation of body and mind. The exercise will begin by XX and end by XX (e.g. a sound you produce or a specific word or just you saying out loud that you start and finish). You will be guided by my voice throughout the exercise.”*

In the end, when you have asked the participants to open their eyes, make a longer pause, for them to be ready before you instruct them to go back to their seats, and – maybe – continue with the optional follow-up exercise of drawing and naming their safe place.

### MY SAFE PLACE

Lay down on your back. You can keep your eyes open or close them – just as you like.

Breathe in and down in your stomach, so your stomach is filled with air like a balloon. Full of air. Put your hand on your stomach and feel how big it is now.

Inhale and fill your stomach with air three times.

Notice if your stomach becomes warm and soft – notice if it feels any different.

Now, move your thoughts to your feet.

Maybe your toes are still...

Maybe they are moving...

What are your toes doing?

Now, move your thoughts to your knees.

Maybe they are bent, maybe they are stretched out...

How are your knees?

Now, move your thoughts to your back.

Maybe your back is as stiff as a piece of wood.

Maybe it is relaxed..., or tense..

How is your back touching the ground?

Now, move your attention to your shoulders.

Maybe they are pulled up, reaching for your ears...

Maybe they are relaxing on the ground...

How are your shoulders doing?

Move your attention to your head. Lead your thoughts to a place you find to be safe and nice, a place you know, or one that you imagine.

Maybe it is a place where you have been before, or a place you would like to be in.

It can be indoor, outdoor, in the air or up in a tree, on a beach, in a sofa, with family or dear friends...

Where is your Safe Place?

How does it feel to be in your Safe Place? Soft... warm... calm... relaxed...

Who is there with you?

Or are you alone? Maybe it is a secret Safe Place? Are there certain scents or colours?

Imagine your Safe Place and notice carefully how it feels for you to be in the Safe Place.

When you are ready, you can open your eyes slowly...

### **Optional follow-up exercise**

Go back to your seats.

Draw your Safe Place. Find a name for your Safe Place.



# VICARIOUS TRAUMA

## TAKING OVER THE TRAUMA

### ACTIVITY TYPES

Trainer presentation / individual work / roleplay / film / simulation / discussion and reflection

### SHORT DESCRIPTION

This session focuses on Vicarious Trauma and introduces a variety of tools to take care of yourself and to avoid taking over the trauma of the violence survivor in front of you. The specific tools the Self-Care Wheel and the Conference Model for participatory decision-making are trained. The participants will map the strategies and tools they already use, and thereby also discover the areas in which they might need to be more aware of protecting themselves. And they will train their collective approach to case work, aimed at reducing pressure on the individual worker.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Adopt specific tools in order to protect themselves from vicarious traumatization
- Use the participatory decision-making model to share professional responsibility and minimize pressure on individual staff members

### ADVANTAGES

Vicarious Traumatization is a very real risk for everybody who works in a helping capacity. This session provides easily applicable tools, which can help increase the wellbeing of staff, and ultimately, hopefully, contribute to decreasing staff turnover due to compassion fatigue. There is a very important focus on the collective approach, as suffering from compassion fatigue should never be an individual responsibility.



2½-4½ HOURS



6-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper on Vicarious Trauma and the handouts for the session.
- Make the graphic illustrations for the training days, the sessions and the flip charts.
- Prepare your presentation on tools to protect yourself.
- Decide whether or not you want to use a fictive case for the simulation exercise. Prepare it.
- Study the Self-Care Wheel tool (see link below).
- Print enough copies of the Self-Care Wheel – 2 for each participants.
- Be sure that you have a reliable internet connection, for showing the film.
- Prepare a case for the simulation exercise on participatory decision-making. It should be realistic in the given context, and – very importantly – not too complex or challenging, as the main purpose is to train the method, rather than solving a difficult case. Print the case.
- If you did not already read the background paper on Compassion Fatigue, read it now for an overview of concepts relevant to this session as well.
- If you choose to do the roleplay, please prepare your facilitation carefully, by reading the [roleplay facilitation guidelines](#).

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Self-Care Wheel, blank:  
<http://www.olgaphoenix.com/wp-content/uploads/2015/05/Self-Care-Wheel-template-English.pdf>
- Self-Care Wheel, filled in – in English, Spanish, French, Portuguese:  
<http://www.olgaphoenix.com/key-offerings/self-care-wheel/>
- Link to film about the Conference Model – a tool for participatory decision-making:  
<https://danner.dk/en/tools/shelter-methodology-manual>  
The video is in Arabic. Please note that English and Danish subtitles are available in the menu.

### Notes to trainer

Be aware of the following during the session

- A roleplay exercise is suggested, with the purpose of using the different tools for self-care listed in Handout 1. If you do not want to do a roleplay, but still want to dedicate time to operationalizing the tools, find an alternative exercise to do so. One option is to first have a discussion and decision-making process in order to select one or two specific tools, and then do group work on how to implement the tool(s) when returning to work. See the [toolboxes](#) for inspiration.

## MORE INFORMATION

### More tools

The tools in Handout 1 are mainly derived from Help for the Helper by Babette Rothschild. For more tools, see the book.

### Danner material on participatory decision-making

For more detailed information, please see [How We Work](#), (pages 41–47).

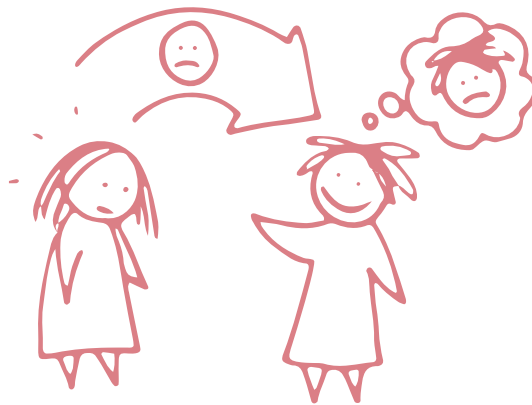
# BACKGROUND PAPER

## VICARIOUS TRAUMA

### TAKING OVER THE TRAUMA

Emotions can be transferred from one person to another. Being affected by a sad movie or cheered up by an excited friend are examples of somatic empathy. Unconsciously copying behaviour and emotions is a normal human response. But when working with traumatized persons, you are at high risk of vicarious traumatization, if you cannot protect yourself, by controlling your responses.

VICARIOUS  
TRAUMA



#### VICARIOUS TRAUMA

As mentioned in the background paper on Compassion Fatigue, vicarious traumatization is one form of Compassion Fatigue and describes the negative effect when exposed to accounts of another person's trauma. Anyone working in a helping capacity, including shelter staff, is at high risk. Vicarious trauma is also sometimes described as 'catching the trauma', as if it was a contagious disease. Even when not directly involved in the client's trauma, a therapist or social worker can still vicariously experience it in her nervous system. The result is similar to feeling vicarious excitement while watching someone on a roller-coaster ride on television; though there has been no actual exposure to the event, you can still feel it.

Vicarious trauma is not necessarily a chronic trauma, but as the name indicates, it is a kind of trauma that can be taken over from client to helper. This happens via natural processes such as mirroring (mirror neurons) and somatic empathy. But it leaves us vulnerable.

## THE NEUROPHYSIOLOGY OF AROUSAL

The Autonomic Nervous System (ANS) has two branches: the Sympathetic Nervous System (SNS) and the Parasympathetic Nervous System (PNS). The SNS is activated when faced with serious danger, and prepares the body for fight, flight or freeze. Lesser levels of arousal prepare the body to meet less extreme, but still demanding situations – e.g. working at a women’s shelter. Symptoms of high SNS arousal is dry mouth, cold skin, dilated pupils, increased respiration, etc. – because the body focuses all resources on preparing for flight, fight or freeze, demanding maximum muscle power, clear distance vision, etc. On the other hand, the PNS is activated in situations of rest and relaxation. Symptoms include warm skin, slower heart rate and respiration, wet mouth, etc. – because restorative bodily processes such as digestion are prioritized.

The SNS and PNS complement each other and a certain balance between the two is needed in order to function and feel well. When exposed to stress and strain for longer periods of time without breaks, the ANS will not be able to distinguish between life threatening danger and a challenging case at the shelter. If your ANS does not work optimally, you will be at risk of vicarious traumatization and burnout. Also, you will not be able to offer the best possible help for the women and children.

Therefore, it is important to know how you can take care of and protect yourself, so you avoid taking over the trauma from the shelter residents. You can do so by first strengthening your body and arousal awareness, and you can learn how to use different preventive tools, individually and as a group. Please see Handout 1: Tools for Avoiding Vicarious Traumatization for more details on body and arousal awareness, as well as other tools.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### TRAINER PRESENTATION: TOOLS TO PROTECT YOURSELF (20-40 MIN)

Make a presentation, where you

- Explain the different types of traumatization (vicarious, primary and secondary) and elaborate on vicarious traumatization as a central risk of anyone working in a helping capacity (shelter staff and related jobs)
- Explain different tools to protect yourself from vicarious traumatization. Please see the background paper on Vicarious Trauma for an extensive list of tools. You can also use the Self-Care Wheel for more examples of tools.
- Depending on how you will do the following exercise, write all the different tools on the board or flip chart or distribute the background paper to the participants as a handout.
- OPTIONAL: You can choose to extend your presentation with a round, where the participants share methods they know and / or use in order to protect themselves.

NB: if you have not performed the exercise Find Your Sensory Anchor (found in the session titled Compassion Fatigue), this is a good time to do it. If you have already done it, remind the participants of this exercise, and using their Safe Place as a tool as well.





## EXERCISE: SELF-CARE WHEEL (70-90 MIN)

The Self-Care Wheel covers six areas where we should take active measures to take care of ourselves: Physical, psychological, emotional, spiritual, personal and professional. The wheel can be used to map how many things you already do – which can create a rather empowering feeling. But it will also show you which areas you might need to pay more attention to.

- Distribute copies of the blank version of the Self-Care Wheel, 2 copies for each participant.
- Briefly explain the Self-Care Wheel to the participants, listing the different areas it covers
- Give the participants 15 minutes to work in silence, noting all the things they already do to take care of themselves in the six areas of the Self-Care Wheel.

Divide participants into smaller groups of 3-4 persons, where they can use the below questions to share what they discovered about their own self-care by filling in the wheel. This part of the exercise will serve for the participants to inspire each other, which they can use in the next part of the exercise.

Assign the responsibility of working through all questions to one person. Also let the groups know how much time they have. Group work questions:

- Did their version of the wheel surprise them?
- Which 1-2 self-care tool(s) would they recommend to others?
- Which areas were they able to write a lot in and in which areas did they have less things?
- Is there a general pattern for the participants as a whole?
- If someone stands out by having a lot of things in an area where most do not – ask this person to elaborate on why and how she / he works with this area.
- Are there specific areas where they would like to have more self-care tools?

Proceed to the next part of the exercise.

- Ask participants to take a blank version of the Self-Care Wheel.
- Again working in silence, they now fill in all the tools and activities they would like to do. You can use handouts and / notes on the board or flip chart for inspiration to tools.
- Finally, give them time to prioritize and choose 2 or 3 tools, which they will take active steps to implement when back to work.
- Ask them to make pairs, who can support each other with the implementation – and allow 10 minutes for the pairs to share their plans and agree on how they can support each other.



## SUM-UP OF THE EXERCISE (10-15 MIN)

The purpose of a sum-up is to extract the most important learning points from the exercise as a whole.

Ask participants to form a circle and ask everyone to answer the following question: “What is the most important new insight you gained from this experience?”

You can do the sum-up by moving around the circle one by one, or you can do it Popcorn Style, where participants answer the question whenever they feel ready.

You can choose to do one more round with another question if relevant. A second question could be “Which new self-care tool would you like to implement in your life?” or “Which part of your colleagues’ input did you find most inspiring?”

### TIME FOR A ROLEPLAY?

If you have time and the method of roleplay appeals to the participant group, now is a good time to have a roleplay exercise. You can use the roleplay to train one or more selected method(s) which can be applied in a counseling setting (keeping your edges, clothes and jewelry, open or closed position, mirroring and unmirroring, cleansing rituals – see Handout 1).

When doing roleplays, remember the roleplay facilitation guidelines, which can be found in the toolbox [Brainstorm, Discussion, Decision-making and Roleplay](#).

Always end a roleplay by stepping out of the roles. This can be done by standing up and shaking them off, switching seats, having a break or something else.

### FILM: SHARING THE BURDEN USING THE CONFERENCE MODEL (15 MIN)

**Show the film about participatory decision-making, which can be used to engage the whole team around a case, thereby sharing responsibility and avoiding excessive pressure on one individual staff member. Please find link to the film on the session front page.**

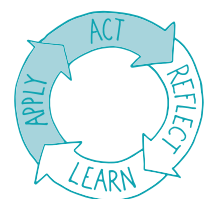
Sum up the most important points of participatory decision-making: the role of the facilitator, the structure of the three steps Fact – Reflection – Solution, and the purpose of the model: to share responsibility and secure high-quality professional support for the shelter residents. Please see Handout 2 for details.



### EXERCISE: SIMULATION OF THE METHOD (30-40 MIN)

**The following exercise is a simulation where the participants will train the participatory decision-making method to discuss a case. Read the case aloud to the participants. Be prepared to take on the role as facilitator yourself. If you have enough time, you can repeat the exercise with one of the participants in the role of the facilitator, but in order to demonstrate the method in the best possible way, we recommend that you take on this role at first.**

- Make sure there is a board or flip chart to write on.
- Let the participants know that you will be the facilitator.
- Identify the participant who will bring forth a case (formulated as a question) for the group to discuss. It is important that someone ‘owns’ it and plays this particular role in the Facts and Solution steps.
- Take a quick round where the participants state their professional profile. Remind them to keep it in mind when contributing to the discussion during the exercise.
- Assign 20-30 minutes to discuss the case, using the participatory decision-making method. As facilitator, you are in charge of the process.





## DEBRIEFING THE EXERCISE (30-40 MIN)

Have a plenary discussion of the exercise on participatory decision-making, using some or all of the following questions. Make sure to specifically thank the facilitator for her contribution, and let her speak first, as she is the one who had the most demanding task. Then ask the case 'owner'. Finally, include the whole group.

NB! If you have a large group, the last part of the debriefing can be done in two or more smaller groups. In that case, print the debriefing questions, so you can hand them out to the groups.

Questions for the facilitator (plenary): – if a participant tried this role

- How was it to facilitate the participatory decision-making process?
- What did you find to work especially well?
- Was there anything that you found challenging? What? Why?

Questions for the case 'owner' (plenary):

- How did it feel to share a case with your entire group of colleagues?
- What happened during step 2 (Reflection) when your colleagues discussed your case?
- Did the structure of this method add something valuable to your case?

Questions for the whole group (plenary or in smaller groups):

- How did it feel to use the the participatory decision-making method to discuss a case?
- Was it easy or challenging to stay in your specific professional areas when making your input? Why?
- Was it easy or challenging to follow the structure of the model (Fact – Reflection – Solution)? Why?
- What are the advantages of using this method when working with a specific case?
- What are the challenges of participatory decision-making?
- Can you use this method in your daily work?
- In which way can it contribute to your daily work?
- Will you do anything differently when you return to work?



## SUM-UP OF THE SESSION (5-20 MIN)

The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.

- Ask the participants the following two questions (write them on a board or flip chart)
  1. What do you take with you from this session as a valuable learning point (a new concept you learned, a discussion, a reflection)?
  2. Which part of the material do you still not grasp fully, struggle with, or find challenging?
- Give them a couple of minutes to think and / or write down key words.
- Invite all participants to share, briefly, one at a time. Depending on how many participants you have, either take rounds, talking about one question at a time, or have all participants come and stand around the board writing key words from their reflections on the board / flip chart paper while sharing their reflections.

You can also share something yourself – trainers also learn something new every day. This way participants can feel encouraged to share their challenges.

- After both sharing rounds you can gently comment on or explain the points that participants are still struggling with.

NB: If you have limited time, do a shorter sum-up, e.g. Check out in One Sentence: Have a brief sum-up of the session, standing in a circle. Ask all the participants to answer this question – in one short sentence: *“What are you taking with you from this session?”* Do the sum-up Popcorn Style, meaning that people speak whenever they feel ready, just popping in random order. If nobody starts, the trainer can make the first comment.







## Tools to Avoid Vicarious Traumatization

### WAYS TO PROTECT YOURSELF – AWARENESS AND TOOLS

We each get affected in different ways, at different times and by different things. In the same way, tools to relieve stress and reduce arousal may work differently from person to person. This paper introduces a number of tools, which can be used to protect oneself when working in a field such as domestic violence. It is important to experiment with the tools and be completely honest in evaluating the different methods, until finding the ones that work for you. Many of the tools are taken from Babette Rothschild's *Help for the Helper*. Specific page references to this book are provided.

#### **Getting to know yourself: Body and Arousal Awareness (Help for the Helper, pages 106-112)**

##### *Simple Body Awareness*

Body awareness should first be practiced in a calm and undisturbed setting. If you master body awareness in a calm setting, it is much more likely that you can use this skill when under pressure. Notice conditions and changes in different parts of your body – when thinking of something pleasant, and when thinking of something unpleasant.

##### *Body Awareness in Session*

During counselling sessions, notice how your body changes (face, breathing, tension, temperature, position of arms, legs, hands).

##### *Arousal Awareness*

Arousal awareness is one form of body awareness, where you pay specific attention to signs of arousal in your nervous systems.

A) During any normal day and B) during moderate stress, notice heart rate, breathing, skin humidity, wet / dry mouth, temperature of face, hands and feet, as well as sleep patterns, stomach issues, changes in vision or hearing, etc.

##### *Arousal Awareness in Session*

During counselling sessions, notice the same parameters indicating increased arousal. Also pay attention to signs of severe arousal levels, such as dissociation, panic, etc.

#### **Find your Sensory Anchor – e.g. your Safe Place**

A sensory anchor is a pleasant memory, which calls forth various sensations (imagery, sound, smell, etc.) and it is therefore completely individual. The technique of 'anchoring' is used to pull the focus away from a distressing memory or situation. When working in a challenging field such as domestic violence, you can use your sensory anchor to reduce high arousal. A good sensory anchor should have an immediate effect.

Handout 2 in the session titled Compassion Fatigue provides a hypnotic exercise to identify one's sensory anchor – in the form of a personal Safe Place.

**Keeping your edges (Help for the Helper, page 145-146)**

The edge of your body is your skin. When experiencing distress during a counselling session, it can be helpful to direct your attention to your own physical edges. This can be done by simply moving your feet inside your shoes, and noticing how it feels: smooth, tight, warm, etc. You can do the same inside your clothes, and you can rub your hands to activate sensation of your skin. It might be helpful to first train this skill out of session, e.g. by using a slightly rough cloth in the shower, or spraying cool water on your skin. Partly because it can require some practice to work up the skill, and partly because you need to find out if it works for you, meaning whether or not it feels comfortable and has a calming effect on you.

**Clothes and jewelry (Help for the Helper, page 140-143)**

Just as our skin can be reinforced as a protective boundary, so can our clothes. One option is to think through one's wardrobe and explore whether you already have items that you would normally wear when you feel vulnerable or masterful. If not, you can choose one and make it your 'bulletproof vest' by thinking of it as such. Or you can buy a new piece of clothing for this particular purpose. Jewelry can have a similar function: a protective medallion or a bracelet with special powers. Assigning such symbolic connotations to clothes and jewelry can provide you with a set of armour, which others cannot even see.

**Open or closed position**

Our body language is a very important part of how we communicate with others. But it is also a very important tool for ourselves to control how much we allow the other to communicate with us. This means that we can actively limit the influence on our own system from a person in front of us. If leaning forward, we expose ourselves more than if we sit back in the chair, keeping both feet on the ground, knees together. This is a small and simple trick, but it can prove very valuable in protecting yourself from vicarious traumatization.

**Mirroring and unmirroring (Help for the Helper, pages 75-94)**

We unconsciously copy each other's facial expressions and body poses. In counselling settings, mirroring is a powerful way of creating a more comfortable situation for the other, but it is also very helpful to be able to control when we mirror, and when we do not. This can help avoid vicarious traumatization, and for the client it can provide a more stable and reliable helper.

Controlling facial mimicry can be practiced simply by focusing on not copying the facial expression of people you meet in the street. Later, you can take this skill into sessions, and see if it helps you to stay calm and clear-headed, when exposed to distressful accounts of what has happened to the person in front of you. Much in the same manner, you can increase your awareness of when you copy body poses of others and practice alternatives to copying. Adopting facial or bodily expressions opposite to those of the other is of course not beneficial, but you can use neutral expressions, which will not appear inappropriate.

**Cleansing rituals (Help for the Helper, page 181)**

Creating a boundary between your professional and private life and space is an important way to avoid taking your work home with you. This can be done by performing a set of cleansing rituals to mark the passage between the two spheres. E.g. you can introduce a set of symbolic actions after every counselling session: open the windows, wash your hands, drink a glass of water, change from one chair to another, etc. At the end of a workday, you can lock in your files in a cabinet, leave your 'work jacket' in the office, or something else to mark your passage to private life.

## WAYS TO PROTECT EACH OTHER – STAFF GROUP PROTECTION TOOLS

### Sharing the burden using participatory decision-making

Once a week the Danner shelter has a three-hour interdisciplinary meeting. The purpose of the meeting is to get shelter staff with different professional backgrounds together to discuss action strategies for the women and children in residence, and general relevant topics from our everyday work. The participatory decision-making method ensures that every area of expertise is brought into play, helping to secure the quality of the work. Furthermore, the burden of responsibility is shared between the whole staff group; shared discussions ensure that nobody is left on their own with a particular case and the difficulties it may involve.

For more information and specific instructions, see handout 2 of this session and [How We Work](#) (pages 41-47).

### Collegial Debriefing

Collegial Debriefing is a simple exercise, which can be used when you feel that a certain incident or conversation is difficult to shake off, and continues to disturb your thoughts. It follows a clear pattern and can be performed within 10-15 minutes, sometimes even less.

The colleague who has something on her mind, starts by stating her need. Then she describes the situation as precisely as possible. The other colleague only listens during these first two steps, but then comments on what she has heard, which can help clarify the situation. Finally, the one who started out, sums up any new insights and her next steps forward.

Please see the handout from the session titled Countertransference for detailed instructions on how to perform a Collegial Debriefing. You can also use this short film to start off an exercise on how to use this method. Scroll down to the second film: <https://danner.dk/en/tools/tools-for-shelter-staff>



# The participatory decision-making method

## A COLLECTIVE APPROACH TO SOCIAL WORK

### Roles and responsibilities during the conference

One staff member is the case 'owner', one has the role of facilitator / conference chair, and the rest of the staff each is responsible for representing their specific professional profile and contribute input from that view point.

### The role of the facilitator is very important. The facilitator is responsible for:

- Creating a safe environment, where everybody can speak
- Including everybody in the discussion
- Staying neutral and unengaged in the content of the discussion
- Asking clarifying follow-up questions to clarify and maximize the contributions
- Making sure the discussion follows the structure of the model
- Writing notes on the board during each of the three steps

The method consists of three steps, which should be followed in this order:

Facts – Reflection – Solution (also called Next Step)

- *Facts*  
The process starts with the case 'owner' bringing up a case, which she wants her colleagues' input to. The case should be formulated as a question. Then she states the Facts about the case.
- *Reflection*  
While the case 'owner' only listens during the reflection, the rest of the group share their thoughts and ideas related to the question. In this phase, it is important that the different professional profiles are brought into play: What is the psychological angle on the matter (psychologist)? Which social or economic questions or options arise (social worker), and what is especially important to consider related to the children, if any (child expert), etc.
- *Solution*  
The case 'owner' considers the input, and makes her choice about the next step(s), which she will take.

**QUESTION: E.G. HOW CAN WE BEST PREPARE SARA AND HER SON FOR LEAVING THE SHELTER?**

FACTS	REFLECTION	SOLUTION / NEXT STEP

More details can be found in [How We Work](#), p. 41-47.

# COUNTERTRANSFERENCE

## OUR OWN HISTORY

### ACTIVITY TYPES

Trainer presentation / individual work / pair work

#### SHORT DESCRIPTION

This session introduces the concept of Countertransference. Though often overlooked when talking about compassion fatigue, countertransference is a central challenge when working in a helping capacity. The participants will map and explore their own personal life history, so that they can increase their awareness in order to avoid bringing it into the counseling work they do. They will also train a simple self and team care tool called the Collegial Debriefing model, which can be used to help each other when working in an emotionally demanding field, such as shelter work and related jobs.

#### LEARNING OBJECTIVES

After the session the participants will be able to

- Identify and reflect on their own particular areas of risk, when talking about countertransference.
- Use the collegial debriefing model in their daily work – both as the colleague receiving the debriefing, and the one who is providing it.

#### ADVANTAGES

This session offers time to reflect on our own past, which is often missed or overlooked in the hectic daily work life of anyone working in a helping capacity. It is an important part of efficient self-care, in concert with the rest of the sessions in How to Take Care of Yourself. However, it is also relevant in relation to [Working with Violence](#), especially to the sessions on Conversation Techniques, as the exercise on the collegial debriefing model trains the ability to avoid bringing in your own experience in the inter-personal relationship.



3-4 HOURS



6-20 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Countertransference and the handouts for the session.
- Make the graphic illustrations you need for the training.
- Prepare a short presentation on countertransference, including relevant examples from your own work life.
- Prepare the Taking a Self-History exercise well. It could potentially take a lot of time, so carefully consider how you want to do it, and prepare clear instructions.
- Print handouts.

## Materials

- Flip chart paper
- Markers
- Sticky tack
- Pens and note paper
- Link to film about Collegial Debriefing: <https://danner.dk/en/tools/tools-for-shelter-staff>

## Notes to trainer

Be aware of the following during the session

- This session invites the participants to engage with their own personal history. This might evoke some unpleasant memories, and you might need to assist with a debriefing. Prepare a strategy, so you are ready if this need arises.
- The core of this session is to train separating personal and professional. So be aware throughout the session and use any opportunity you get to emphasize, repeat and discuss this skill with the participants.

## MORE INFORMATION

The following material can also be shared with participants, if relevant

**Babette Rothschild: Help for the Helper (2006), pages 16-21.**

# BACKGROUND PAPER

## COUNTERTRANSFERENCE

### OUR OWN HISTORY

When working with distress and trauma, we can sometimes experience the other's account echoing an unpleasant memory from our own personal life. If aware of our own history, we can better navigate and stay professional – to the benefit of both ourselves and the people we are supposed to help.



### COUNTERTRANSFERENCE

Countertransference literally means to 'transfer back'. It describes the circumstance where a helper, e.g. a shelter worker, transfers something from her own life back to the violence survivor, whose account, in the first place, has evoked something in the shelter worker's personal life history. This is rarely relevant for the other, and the result can compromise the success of the treatment. An example:

At some point during the counseling, the violence survivor talks about her relationship with her mother, which is characterized by neglect and shaming. The shelter worker happens to recognize parts of this account in her own relationship with her mother. Her own specific experience and her feelings of anger towards her mother come to influence 1) the way she understands the other's situation and 2) the way she responds.



In this example, the shelter worker may not even be aware of what is happening. She might not even be thinking of her own mother consciously. But the fact that she has a problematic relationship with her own mother affects her work: she risks jumping to conclusions, which are not reflecting the reality of the other, thus decreasing her chance of providing useful counseling. Or she could even add to the distress of the other, by bringing in her own experiences, which might not be of actual relevance. In brief, if our own history is activated, we can lose the important ability to listen openly and curiously – which is the prerequisite for being able to provide relevant and useful counseling.

### WHAT TO DO?

Babette Rothschild describes a therapeutic relationship as consisting of ‘two people and two personal histories’. This is generally true in any interaction between people. But in order to avoid irrelevant or even harmful countertransference from helper to client, it is recommendable for anyone working in a helping capacity, to thoroughly investigate their own personal history. The better we know ourselves, and what we carry with us in terms of memories, emotional scars and traumas, the better we can recognize them and navigate around them, when they are activated during our professional life.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

**Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.**

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### INDIVIDUAL WORK: A SPECIAL CASE (10 MIN)

**This exercise is designed to open up the session, and it will be performed without much introduction. It is linked to the rest of the session, so if you decide to skip it or perform it separately, you need to do a bit of redesigning.**

- Make sure all participants have paper and pen at hand.
- Ask them to take 10 minutes to think in silence about the cases they have worked with, and pick one that they felt especially touched by. It could be that they developed extensive sympathy for a specific woman or child, or that they experienced negative feelings, such as e.g. impatience, irritation, disgust or any other type of emotional reaction, which was more intense than normal.
- Ask them to describe the case in key words, and note down their own reaction as well.
- Let the participants know that you will return later to the cases they picked, and ask them to save their notes. Move on.



### TRAINER PRESENTATION: COUNTERTRANSFERENCE (10-15 MIN)

**Make a short presentation, where you explain the concept of countertransference, and give examples.**

You can use the background paper on Countertransference, if you find it useful. You can also choose to include Handout 1 from the session titled Compassion Fatigue, which is an illustration showing countertransference as one form of compassion fatigue.



Preferably, use examples of countertransference from your own experience, and elaborate on how it affected your work. Include reflections on how you became aware of it, and how you tackled it, whether successfully or unsuccessfully. You can also invite participants to share their reflections and / or experiences.



## INDIVIDUAL WORK: TAKING A SELF-HISTORY (60-75 MIN)

**Introduce this exercise by letting the participants know they will now work individually, investigating their own lives and histories. Use the instructions on Handout 1: Taking a Self-History.**

- Make sure to distribute pens and sufficient paper to all participants. Encourage them to write down their findings, in the form of brief notes or key words.
- Distribute copies of Handout 1: Taking a Self-History. One copy per participant.
- Let them spread out a bit, choosing other rooms or outdoor areas for doing this exercise.
- Instruct them when to be back. Depending on how much time you have, give them 45-60 minutes.

**NB!** Be aware that this exercise potentially could take a very long time. If your time is limited, specify to the participants which points in the handout you specifically want them to investigate and describe – or let them choose e.g. 5-10 points by themselves. You can choose to include the small reflection exercise stated in the box at the end of the handout – or not. Be clear when giving instructions.

Walk around during this exercise, keeping an eye out for signs that someone finds the exercise too emotionally difficult, and needs a personal debriefing.



## DEBRIEFING / SUM-UP OF THE EXERCISE (10-30 MIN)

**Gather participants in plenary. Depending on the time available, you can either do a full debriefing, or choose a shorter exercise; pair-share or sum-up.**

**Pair-share:** First, participants talk in pairs and then they share their reflections and findings in plenary. If you have a very large participant group, you can divide it into two or more smaller plenary groups.

**Sum-up:** Stand in a circle and answer a selected question, focusing on extracting the most important learning from the exercise, e.g. *What is the most important new insight you gained from this exercise?*

**Other questions, which can be used for the debriefing / sum-up:**

- How did you feel doing this exercise?
- How was it to take a self-history? Did you find it difficult? Easy? Why?
- How was it to work systematically through your own life history, using the list in the handout?
- What happened as you embarked on, and worked through, this exercise?
- Was there anything that surprised you in this exercise?
- Are you already aware of your own history, when doing your daily work?

- Did this exercise bring anything new to your attention?
- Can you use your findings from this exercise in your daily work? How? If no, why not?
- Would anyone like to share an example of a new insight gained through this exercise?
- Will you do anything differently when you return to work, based on this exercise?

NB! As the Taking a Self-History exercise is both lengthy and might evoke difficult memories for the participants, now is a good time to take a break, before moving on to the next exercise.

## PAIR WORK: COLLEGIAL DEBRIEFING (40-50 MIN)

**This exercise is generally relevant when taking care of oneself and each other in an emotionally demanding field of work. It is included here because it can also be used to identify countertransference.**



- Gather participants in plenary for instructions.
- Explain that the following exercise is performed in pairs, where the participants take turns interviewing each other.
- Introduce collegial debriefing as a tool for self and team care, when doing emotionally demanding work.
- Show the film on Collegial Debriefing. Be aware that the film does not provide as specific instructions as does Handout 2, but in combination, they offer a good introduction to the method.
- Distribute Handout 2: Collegial Debriefing and read through the exercise step by step, clarifying any questions or doubts. Make sure to emphasize that the examples in the handout are only examples, and that participants should use their own cases.

NB! Take time to explain why the interviewer should not bring in her own experience when debriefing her colleague's challenge: The method of collegial debriefing is a coaching exercise more than an exchange of experience. If we bring in ourselves, we risk 'disturbing' the other, who needs to make sense of the situation based on her own context, values, etc.

- For this exercise, ask the participants to use the special case they identified and described in the beginning of the session. They might or they might not find that their chosen cases were cases where countertransference was at game. Emphasize that both findings are equally valid – the important part is to use the collegial debriefing model.
- Ask the participants to form pairs.
- Give them 2 x 10-15 minutes to perform the collegial debriefings. Keep track of time and let them know when to switch roles.



## DEBRIEFING THE EXERCISE (20-45 MIN)

Gather participants in plenary and do a debriefing of the collegial debriefing model exercise. You can use some or all of the questions below. Alternatively, divide the participants in smaller groups or in pairs and let them discuss the model. In that case, hand out the debriefing questions below.

- How was it to do this exercise? Easy? Difficult? Why?
- How did it feel to receive a collegial debriefing?
- What happened when you had to describe your case in a nutshell (step 2)?
- What happened when your colleague gave you back your own words (step 3)?
- Did the model help you to get the assistance you needed?
- How was it to interview your colleague?
- Did you find it easy or difficult to perform the interviewer's part, where you are not supposed to bring in your own experience, but simply coach and guide your colleague?
- Will you be able to use this tool in your daily work? How?

If the participants find the collegial debriefing model useful, make time for implementation planning. Encourage them to work in pairs or groups, so they can help each other implement the model after they return to their daily work.



## SUM-UP OF THE SESSION (10-15 MIN)

The purpose of the sum-up is to extract the most important learning points of the whole session, covering all the elements you worked with.

Start by briefly reminding the participants of the different elements of the session. Since this session included a lot of silent individual work, we recommend a vocal, plenary sum-up. E.g. standing in a circle and tossing a ball (or anything else that can be tossed) around. The person who catches the ball, answers a specific question or finishes a sentence, which could be *"My most important new insight from this session was..."*

If you have a bit more time, you can do The Three Chairs:

Place three chairs with the back rests against each other, forming a triangle. On each chair, put a post-it note with a question, e.g. What have I learned today? What surprised me today? Which new ideas did I get? – or something else. Participants form a circle around the chairs, and the trainer sits down on each chair, giving examples of answers to the questions. Then the participants are free to sit on a chair of their choice and answer the question, one participant at a time. The others should not comment on the answers. The sum-up ends, when there are no more comments, when everybody had their turn, or when the time is up.



## Taking a Self-History

**From Babette Rothschild: Help for the Helper (2006), pp. 172-174**

One way to become familiar with your past is to write up your own history, asking yourself questions, as you would with a client, to access your own past. It can be useful to write it down. The point is to know yourself at least as well as you know your clients, preferably better. Below are some suggested areas to include; this is not a complete survey. Feel free to bypass any questions, or add others.

1. Take note of your **current living situation** and marital status. Are you satisfied or not?
2. List any **children** and their ages. Comment on relationships between the family members as well as the **family** as a whole. Note the physical and mental health of each family member. Do you have any animals? If so, what role do they play in your life in the family structure?
3. How is your own physical and mental **health**? Review your health history. Have you been hospitalized? Had surgery? Major injuries? Are there any serious concerns in either area that add to your daily stress?
4. List close **friends** and extended family members. How are these relationships individually? On the whole, do you feel adequately supported in your life? Are you burdened by responsibilities of family and friends? What gives you pleasure with the people in your life? What gives you pain?
5. Describe your **job** and your workplace. Which aspects do you most and least enjoy? Are there coworkers or responsibilities that give you significant stress? If you are in private practice, do you have adequate collegial support? If you work in an agency, do you feel supported there? Are you satisfied with your chosen career? Do you wish for a different type of work or workplace? Do you look forward to retirement or not?
6. Consider your **financial situation**. Do you have adequate income or is this an area of stress for you?
7. Detail your **family-of-origin** constellation. Go back at least two generations, including grandparents. If it is complicated, draw a chart or genogram to be able to see the relationships. Indicate who is alive and who is not. For deceased family members, include how old they were at the time of death and what they died of.
8. List any **life events** with significant emotional charge: happy, sad, exciting, frightening, enraging, disgusting.
9. List any life-threatening events not covered by (8).
10. List any events of physical or sexual **violence** not covered by (8).

11. Include a review of your **sexual history**: how you heard about sex, how you managed puberty, first sexual experience, and so on, and your current sexuality.
12. Know your **drug and alcohol** history, and your current usage (legal and illegal). Also pay attention to how much **caffeine and sugar** you consume.
13. Write down all **medication** you are currently taking, psychotropic and medical; include homeopathic remedies, vitamins, and other supplements.
14. If you have or have had bouts of **depression or bipolar** episodes, look for patterns. Include planning, attempts, or gestures of **suicide**.
15. Pay attention to any **spiritual beliefs**, whether or not they are part of an organized system. Also, note your relationship to **nature**.

#### EXERCISE: HOW TO WORK WITH YOUR SELF-HISTORY

Once you have all of your personal information put together, consider if there are any issues or areas that enhance your professional competence and any that might compromise it. Also, make note of areas that parallel issues any of your clients have, whether or not they are currently working on them. Look for common themes that might give you difficulties and also those that could give you advantages.



## Collegial Debriefing

The collegial debriefing model is a tool you can use, when you feel that you need to talk to a colleague about an incident or a situation, which is difficult to let go. Using a model makes it easier to manage the conversation, and increases the chance that the person who needs help, actually gets it. It takes 10-15 minutes, or less.

### Instructions for the interviewee / the case 'owner'

You are the one with the need for a talk, so it is your responsibility to contact a colleague and ask for a collegial debriefing. In the guide below, you are active during steps 1, 2 and 4.

### Instructions for the interviewer

It is your responsibility to make sure that the conversation follows the guide below, and to manage time. Listen openly and notice if your colleague uses any specific words – in that case, repeat them and explore if they hold an important meaning. Also, you are responsible for step 3.

STEPS	GUIDELINE
1. What do I need help for?	<b>Case 'owner'</b> : Be clear about your wish or need. An example: <i>"I am not sure I gave the right advice during the last counseling session."</i>
2. The case in a nutshell	<b>Case 'owner'</b> : Describe the situation briefly and specifically. An example: <i>"During my last shift I received a phone call from a woman who experienced violence, but I did not assess her to meet our reception criteria. Afterwards, I have come to doubt my decision, because..."</i>
3. Give back the words	<b>Interviewer</b> : Describe what you heard, and how you experience the situation, in which your colleague feels stuck. An example: <i>"From what you told me, I see that you are in a dilemma. On one hand... but on the other hand... But I think you have a feeling of what to do, because you said..."</i>  NB! Keep focus on the interviewee – avoid your own views.
4. What did I notice?	<b>Case 'owner'</b> : Sum up any new insights or ideas that you gained from the conversation. Is there anything you want to do or redo, or are you satisfied with the situation and what you did, now that you have had a chance to share it.





# AVOIDING STRESS AND BURNOUT

## ACTIVITY TYPES

Meditation / trainer presentation / pair work / group work

### SHORT DESCRIPTION

This session addresses the work life challenge of stress, potentially leading to burnout. It works on three different levels: individual – group / manager – organization, and argues that the workplace is responsible for providing the necessary work environment conditions to avoid stress and burnout. Participants practice meditation skills, and work in groups to identify needs and tools to reduce stress. We recommend that the manager take part in this session, as the main point is that the challenge of stress and burnout is ultimately solved on the organizational level: the workplace.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Make a basic neurological explanation of a stress reaction
- Identify stress symptoms in themselves and others
- Apply specific tools to reduce stress on the levels addressed in the session

### ADVANTAGES

This session can be shaped in different ways, as explained in the session facilitation text. Depending on whether or not you have already done the other sessions in How to Take Care of Yourself, you might want to delve more into this session, or you can use it as a shorter sum-up type of session. You can also use this session as the core, and draw on specific parts of the other sessions to work on the three levels of stress reduction. Here is how: For the individual level, you can use the Safe Place meditation exercise (Compassion Fatigue), the Self-Care Wheel (Vicarious trauma), or Taking a Self-History (Countertransference). Relevant exercises on the group / manager level include participatory decision-making (Vicarious Trauma) and Collegial Debriefing (Countertransference). Finally, for more on the organizational level, please see [Shelter Management](#).



3-4 HOURS



6-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Avoiding Stress and Burnout, and the handouts for this session. Also, the background papers on Compassion Fatigue and on Vicarious Trauma are relevant.
- This session can be shaped in different ways, as explained under Advantages on the previous page. Carefully consider your options and design the session according to the need of the participants.
- Print handouts.

### Materials

- Flip chart paper
- Pen and note paper
- Post-its
- Markers
- Sticky tack
- Perhaps a small bell or something else to produce a sound to start and end the meditation exercise.

### Notes to trainer

Be aware of the following during the session

- It is important to be very clear about the three level distinction. Firstly, in order to be able to work systematically in a way that is clear and logical to the participants, but also to support the crucial message that stress and burnout is never an individual responsibility. The tendency to feel personal failure and taboo related to stress may vary depending on cultural setting and other factors, but it should not be overlooked. Being able to talk openly about stress is a necessary first step.

## MORE INFORMATION

The following material can also be shared with participants, if relevant

### Mindfulness app

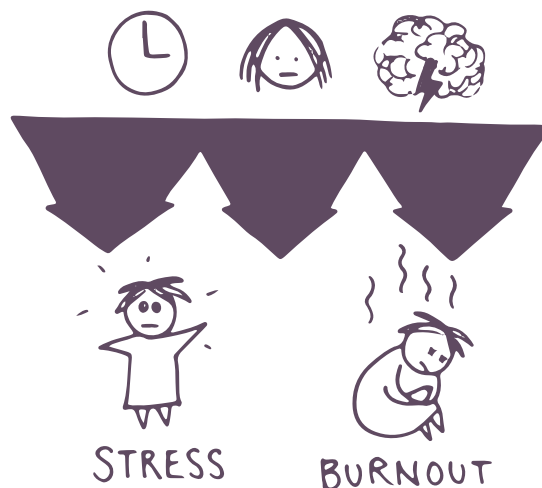
For individual stress reduction, we recommend to use a mindfulness meditation app. One option is the Headspace app, which is an app providing guided mindfulness meditations of different kinds. You can sign up for free and receive a limited number of meditations, notifications and advice, or you can subscribe and expand your options.

For more, see [www.headspace.com](http://www.headspace.com) or download the app to your smartphone. Or simply search for other apps – also in your own language –, if you prefer.

# BACKGROUND PAPER

## AVOIDING STRESS AND BURNOUT

Stress is the body's natural reaction to being under pressure. In that sense, it is a helpful indicator of when we need a break. But if we are not able to recognize the signs, or if we cannot find ways to get the much needed break, stress can affect our health, mood and behaviour negatively. If it continues for too long, we can experience burnout.



### WHAT IS STRESS?

As explained in the background paper on Vicarious Trauma, our nervous system is designed to mobilize all resources, when we are exposed to danger – like a zebra on the savanna. The same reaction happens to human beings when under more moderate pressure, e.g. at work. But in our modern work lives, we differ from the zebra on one important point: the 'danger' we experience in the form of work overload, does not pass in a few minutes. The zebra either escapes or dies. If it escapes, its nervous system just returns to normal. For us, the 'danger' persists over weeks, months and even years.



The nervous system has two branches: the Sympathetic Nervous System (SNS), which helps the body respond to danger, and the Parasympathetic Nervous System (PNS), which helps the body to relax, restore and recharge. If the SNS is continuously activated, e.g. during long periods of work overload, the PNS cannot perform its function. In the long run, this can have serious consequences. Stress comes in many forms. Below are listed some of the most typical symptoms.

PHYSICAL EFFECTS	MOOD EFFECTS	BEHAVIOUR EFFECTS
<ul style="list-style-type: none"> <li>• Headache</li> <li>• Muscle tension / pain</li> <li>• Chest pain</li> <li>• Lack of energy</li> <li>• Stomach upset</li> <li>• Sleep problems</li> <li>• Less sex drive</li> </ul>	<ul style="list-style-type: none"> <li>• Anxiety</li> <li>• Restlessness</li> <li>• Lack of motivation</li> <li>• Lack of focus</li> <li>• Irritability / anger</li> <li>• Sadness / depression</li> <li>• Feeling overwhelmed</li> </ul>	<ul style="list-style-type: none"> <li>• Overeating / undereating</li> <li>• Angry outbursts</li> <li>• Drug / alcohol abuse</li> <li>• (Increased) smoking</li> <li>• Social withdrawal</li> <li>• Less physical exercise</li> </ul>

Furthermore, stress often causes a feeling of inadequacy, which can be very difficult to share with others, as it feels like a personal failure.

Burnout is the extreme consequence of stress over a long period of time. Burnout describes a situation, where one's health is severely suffering. Burnout is unfortunately a well-known phenomenon within emotionally demanding fields of work, such as shelter work, and it forces many people to stop their remarkable and important work in this field.

## THE RESPONSIBILITY OF THE WORKPLACE

Stress is one form of compassion fatigue, but unlike vicarious trauma and countertransference, which is related to the relationship between helper and client, stress is mainly related to work environment conditions. Therefore, it is useful to understand and address stress on different levels.

### The individual level

There are many things that we can each do to optimize our self-care. This includes eating well and timely, meditate / relax, do physical activity, be in nature, make time for hobbies, etc. But we cannot do it alone.

### The group / manager level

As a staff group, we can play an important role in order to protect each other. We can commit each other to keeping an eye out for our colleagues, and take action if they show signs of stress.

The manager is the key person on this level, as (s)he needs to encourage and make time and space for identifying and implementing group care tools.

The manager is also the link between the staff and the organization. In this capacity, the manager holds an absolute key role in 1) knowing the staff and their challenges and needs, and 2) communicating this information to the organizational level.

### **The organizational level**

The overall work environment is crucial in order to avoid high levels of stress, which go untreated and ultimately lead to burnout. It is the responsibility of the workplace to provide conditions, under which the staff can best perform their work. Such conditions include, but are not limited to, a balanced workload, regular supervision and debriefings, team work, clearly defined roles and tasks, etc.

### **BUT MOST IMPORTANTLY...**

It is absolutely necessary that the workplace is very clear in acknowledging stress as a normal and legitimate reaction and emphasizing that it is not an individual responsibility. Otherwise, the feeling of personal failure, which often accompanies stress, can make it very difficult to share one's experience of stress, which in turn is necessary in order for the workplace to identify and address the problem before it develops towards burnout.

Efficient prevention of stress and burnout benefits both the individual worker, the team and the organization as a whole.



# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation models](#). Hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### EXERCISE: MINDFULNESS MEDITATION (10-20 MIN)

This exercise is a guided mindfulness meditation. Mindfulness trains the participants' ability to focus on the present moment, and avoid being carried away – and overly burdened – by thoughts and emotions. It works well either as a warm-up / tune in exercise in the beginning of a training day, or as a break or recharge in the middle of a day.



NB! If you want a shorter warm-up exercise, you can replace this exercise with Take a Deep Breath, the warm-up exercise from the session titled Compassion Fatigue. But we recommend you then make room for mindfulness meditation later in the session.

- Tell the participants that they will now be guided through a small mindfulness meditation exercise, which will train their ability to stay focused and calm.
- Use Handout 1. Read the text aloud to guide the participants through the meditation.
- After the exercise, ask the participants to just take a moment to notice how they are feeling, both physically and mentally.

Have a short round of reflection in plenary. You can use some or all of these questions:

- Which words can you use to describe the immediate feeling you have right now, after having done this exercise?
- How do you feel in your body?
- How do you feel in your mind?
- How did you find the exercise? Pleasant? Unpleasant? Why?
- Was it hard or difficult to do this exercise? Why?





## TRAINER PRESENTATION: STRESS (15-20 MIN)

**Make a short presentation, where you explain the concepts of stress and burnout, and list typical stress symptoms.**

Make sure to emphasize that stress reactions are completely normal, and that they are helpful in taking care of ourselves and each other, as they are the body's natural reaction to being overloaded.

Also, introduce the division of individual – group / manager – organization as a helpful way of understanding how to efficiently address stress and burnout of staff. Ultimately, it is the responsibility of the organization to provide a workplace climate, which protects staff from stress and burnout.

You can use the background paper on Avoiding Stress and Burnout for inspiration. You can also use Handout 1 from the session titled Compassion Fatigue to provide an illustration of the concepts.



## EXERCISE: WHAT DO YOU RECOGNIZE? (10 MIN)

**Have a short round of reflection where you ask participants to note down which stress symptoms they recognize from themselves.**

- Make sure everyone has pen and paper at hand. Distribute post-its if you want the notes to be displayed.
- Give the participants 3-5 minutes to note down the symptoms they recognize from the list you showed during your presentation, as well as other symptoms they know to be stress related. You can extend the exercise to include which symptoms they recognize from their colleagues – and / or you can further specify the exercise by adding a limited time period, e.g. during the last month.
- Either ask participants to share their notes verbally, or to place them on a flip chart or board. You do not need to discuss the result, but can most likely use the findings to establish that (varying levels of) stress is a well-known condition to most.
- Move on.

### INDIVIDUAL LEVEL STRESS REDUCTION – PICK AN EXERCISE

Now is a good time to do an exercise on self-care tools on the individual level. If you did not start the session with the mindfulness meditation, you can choose to do it here. Or you can use the Self-Care Wheel exercise from the session titled Vicarious Trauma, or simply do a Think-Pair-Share exercise on which strategies the participants each know and use to reduce stress. If you have limited time and want to move on to the next two levels of stress reduction tools (group / manager and organization), you can do a super short round of each participant identifying e.g. four things in their daily life, which give them satisfaction and relaxation of mind.

## GROUP WORK: GROUP / MANAGER LEVEL STRESS REDUCTION (75-90 MIN)



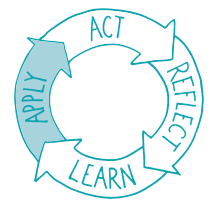
This exercise explores stress reduction tools on the level of the group / manager.

- First, ask participants to work individually for 5 minutes, noting down three things colleagues could do to help each other reduce stress and three things their immediate manager could do.
- Divide the participants into groups of 3-4.
- Give the groups 15 minutes to share their thoughts.
- Distribute copies of Handout 2: Preventing and Reducing Stress. Minimum one copy per group. Remember to specify that this exercise focuses specifically on the group / manager level.
- Based on their own ideas, and the lists provided in the handout, the groups should now select one tool each and develop a plan for implementing it at the workplace. They should, as a minimum, specify steps, responsible key actors and time frame. Make sure they do not all choose the same tool.
- Manage the time: be clear about how much time the groups have, e.g. 30 minutes, and remind them at half time.
- Gather participants in plenary and let them present their implementation plans, one group at a time.

## SUM-UP OF THE EXERCISE (5-10 MIN)

The purpose of the sum-up is to extract the most important learning points of the exercise.

Do a short round, where everybody names the one (or two) things they found to be the most valuable outcome(s) of this exercise.



## EXERCISE: ORGANIZATIONAL LEVEL STRESS REDUCTION (30-60 MIN)

The highest organizational management level is most often not present at trainings. But whether or not it is, it can be useful to give the staff a chance to voice their wishes and recommendations for improving the stress prevention and reduction in the workplace. Also, please note that there is more on the organizational level in the following theme on [Shelter Management](#).



NB! It is only recommendable to do this exercise, if there is an actual interest from the management side to receive the input from the staff. If there is, make sure to pass the input on. If not, avoid doing this exercise, and choose either to omit the organizational level or to replace this exercise with the exercise suggested at the end of Handout 2: Preventing and Reducing Stress.

The Disney Model is inspired by how Walt Disney is said to have worked when developing ideas. It is used today as a brainstorm and decision making tool, which consists of three stages: The Dreamer – The Realist – The Spoiler. See more here: [www.idea-sandbox.com/blog/disney-brainstorming-method-dreamer-realist-and-spoiler/](http://www.idea-sandbox.com/blog/disney-brainstorming-method-dreamer-realist-and-spoiler/)

Use the first two stages of the Disney Model to identify and realistically adjust a number of ideas, which can be passed on to the management level. Inform the participants of the third level, which lies within the area of management, who naturally has the last say in what is possible to do.

You can use the [Toolboxes](#) for inspiration to exercise types.



## SUM-UP OF THE SESSION (10 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session as a whole, including all the elements you worked with.**

Briefly remind the participants of the elements you went through. Then ask them to take a few minutes to write down the three most important points they take with them from this session.

Either have a short round where everyone briefly states their identified important outcome(s), or simply round off the session without further ado.



## Mindfulness Meditation

**This meditation is used by the Danner staff, at the beginning of multi-disciplinary conference meetings.**

Translated by Anne Zacho Møller, Danner.

### INSTRUCTIONS: HOW TO FACILITATE THIS EXERCISE

Before starting the exercise, make sure to be calm and relaxed yourself. Read the exercise text aloud to the participants in a calm tone of voice and make sure to insert breaks often; between sentences when there is a comma (,) or a full stop (.) and especially when asking the participants to do or imagine things, which take time. Also, make sure to insert a break at the end of the meditation, before you ask the participants to return their attention to their bodies and surroundings.

Before you start, set the frame of the exercise, e.g. by saying: *"This is a mindfulness meditation focusing on the present moment, letting go of feelings and thoughts. The exercise will begin by XX and end by XX (e.g. a sound you produce or a specific word or just you saying out loud that you start and finish). You will be guided by my voice throughout the exercise."*

This exercise should take 5-10 minutes, depending on the length of the pauses you make when reading the text.

### SHORT MINDFULNESS MEDITATION

Sit down in a comfortable position, and close your eyes – or have them a bit open, keeping a soft focus on a place in front of you.

Feel the chair under you, a sensation of gravity and contact.

Sit in a straight posture, but without any tension in your body, almost with a feeling of dignity.

Your feet on the floor, and your hands resting on your thighs, palms upwards or downwards.

Let go of the thought that you have to perform anything specific. That you have to achieve anything specific. And let this be a time, where you can nourish yourself, by bringing attention to what is present, moment by moment.

Now, focus your attention on your breath.

Perhaps you sense a tension in your stomach at each in-breath, and a relaxation at each out-breath. Or bring your attention to the air passing in through the nose, and being blown out a bit warmer with every out-breath. Bring attention to the place, where you feel the breath most clearly.

When focusing on your breath, your attention will eventually wander off as thoughts. Perhaps in the form of daydreaming, or as planning. Or memories from the past. When it happens, notice it with kindness. Notice it, as events taking place in your field of attention. Without criticizing yourself, or making it hard on yourself. Just take note of it, and gently and kindly return to your breath, where you sense it most clearly.

Maybe this will repeat itself hundreds of times; you drifting off with your thoughts, noticing it, and being able to gently return to your breath. Over and over again.

Now, focus your attention on the place, where you sense your breath most clearly. Notice this area curiously. Notice it with your senses, more than with your thoughts. And you have the opportunity to use your breath as an anchor of your attention. An anchor, which over and over again can bring you back to the moment of now, and to presence, when you have drifted off.

Perhaps you have now attained a greater sense of calmness, which you can choose to take with you for the rest of your day.

Just take a moment now to return your attention to your body and your surroundings. Listen to the noises around you. And start moving your hands and feet. Open your eyes when you are ready.

## Preventing and Reducing Stress

This is simply a non-exhaustive list of stress prevention and reduction tools, divided into the three levels of individual – group / manager – organization. You can use this handout as an inspiration for group work or other exercises on how to prevent and reduce stress.

### INDIVIDUAL LEVEL STRESS PREVENTION AND REDUCTION TOOLS

- Increase self-awareness
- Identify own stress reactions and symptoms
- Understand early warning signs
- Accurately name and articulate what you experience
- Maintain a fulfilling personal life (healthy life style, hobbies, social life, sex, etc.)
- Develop a strong support network (including others understanding trauma work)
- Acknowledge and process your own history of trauma
- Have fun
- Strive for realistic optimism in your work
- Pursue opportunities for spiritual growth
- Remember the importance of your work – you make a difference
- What else?

### GROUP / MANAGER LEVEL STRESS PREVENTION AND REDUCTION TOOLS

#### GROUP (COLLEAGUES)

- Keep an eye out for each other
- Ask how your colleague is doing
- Use / offer collegial debriefing
- Commend each other on your work
- Ask for help if you experience work overload and / or stress
- What else?

#### MANAGER

- Educate staff on stress
- Normalize and acknowledge stress reactions
- Schedule regular supervision meetings
- Identify help options for staff in need
- Remind staff of the importance of their work
- Make sure expectations, roles and task division are clear and realistic
- What else?

#### BOTH

- Create and commit to an open and acknowledging culture around stress
- Inform each other of your typical stress reactions
- Develop shared guidelines for how to act if you are worried about a colleague
- Remember breaks during the day
- Team work instead of individual work
- What else?

## ORGANIZATIONAL LEVEL STRESS PREVENTION AND REDUCTION TOOLS

- Accept stress as real and legitimate – communicate this clearly
- Recognize stress reactions as normal
- Assume responsibility for stress among staff – avoid placing individual responsibility
- Focus on solutions – avoid any type of blaming
- Develop and implement an official stress prevention and reduction policy
- Communicate relevant changes (structural, practical, strategic) clearly and adequately
- Develop and follow a clear organizational strategy – so everyone can see their valuable contribution in the bigger picture
- Regularly commend staff on their important work – so they know they are appreciated
- Provide the best possible physical and psychological work environment
- What else?

## TIME FOR A POSITIVE BOOST EXERCISE?

It is perhaps easy to identify all the things that are lacking. But it can also be very helpful to identify all the things that are already being done in order to create and maintain the best possible work environment at your workplace. It will most likely create a feeling of acknowledgement and optimism, which in itself might increase satisfaction.

- Divide the participants into groups. Make sure participants from the same workplace are grouped together. The ideal group size is 3-4 participants. Distribute copies of this handout to the groups.
- Work through the lists above and mark all the things that are already fully or partly in place. You can choose to have all groups work through all three levels – or divide the levels between the groups, depending on the time available and whether or not more groups represent the same workplace.
- Also, write down implemented stress prevention and reduction efforts, which might not be mentioned in the lists.
- Either have a round where the groups briefly state how many points from the lists were already implemented – or ask them to hang the lists on a board, so all can take a moment to see the result.
- You can choose to follow up with a round of discussion, especially if the participant group consists of both staff and management representatives. Seek to first explore, and then settle or bridge any disagreements.
- Round off with a debriefing or sum-up.

# SHELTER MANAGEMENT

## TARGET GROUPS

Shelter managers, deputies or other positions holding responsibility for the strategy and operation of a shelter or a related service.

**S**helter Management targets anyone who is responsible for the daily operation, as well as the overall strategy of a shelter or related type of service. It offers three sessions, each with a specific focus: Session 1 on Management Style lays the ground with an exercise on fundamental values, then delves into the manager herself and explores different ways of leading, increasing awareness of one's own strengths and weaknesses, as well as adds to the leadership toolbox. Session 2 on Strategy and Organization addresses the overall organizational level. Session 3 on Human Resources places the staff at the centre and offers tools to best manage and support your staff – as a group and individually.

In order to increase the chance of a sustainable effect of this training, we recommend that a minimum of two people from each organization participate.

## LEARNING OBJECTIVES

This module will equip the participants to

- Describe themselves as leaders, in terms of which values and leadership style(s) they represent
- Develop relevant strategic and operational procedures and tools
- Employ management tools when managing and supporting staff



## TABLE OF CONTENTS

### MANAGEMENT STYLE

#### Background paper

Goleman's Six Leadership Styles  
More on management style

#### Handout

Handout 1: Your personal values  
Handout 2: Goleman's Six Leadership Styles (illustration)  
Handout 3: Leadership case

### STRATEGY AND ORGANIZATION

#### Background paper

What is a strategy?  
Why do we need a strategy?  
How do we do it?  
Different approaches to developing a strategy – for inspiration

#### Handout

Dilemma game cases

### HUMAN RESOURCES

#### Background paper

Feedback  
The HEAR model – for handling defensive reactions to improvement feedback

# MANAGEMENT STYLE

## ACTIVITY TYPES

Trainer presentation / individual work / pair work / group work / reflection and discussion

### SHORT DESCRIPTION

This session evolves around the question “How do YOU manage?”, inviting the participants to look critically at their own practice. It starts with an exercise on values, which is designed to lay the ground for not only this session, but the whole chapter on Shelter Management. Values are fundamental when working with other people and can be a guideline for the participants when analyzing and constructing their own version of management. After the values exercise, the session further delves into different leadership styles, using presentation, cases and own experiences to explore the concept.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Describe the core values of their own leadership
- Explain Goleman’s Six Leadership Styles and how they can be used when managing a staff group
- Employ different leadership styles in their daily work as managers

### ADVANTAGES

This session is fundamental to the rest of the chapter, as it helps each participant define their individual position as a manager. If relevant, it can be expanded into including a self-care focus, which is often very relevant for anyone working on management level, as the combination of large responsibility and lack of colleagues on the same level can be taxing. For more on self-care, please see [How to Take Care of Yourself](#).



5-7 HOURS



6-15 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper for this session.
- Prepare labels for the Three-Legged Stool warm-up exercise: RELATIONS, PROCESS and RESULTS.
- For the values exercise, consider how you can best facilitate it (suggestions provided in the session text). And decide whether or not you will include step 5.
- Prepare your presentation on leadership styles.
- Prepare 3-4 cases for the Leadership Cases exercise. The cases should pose dilemmas from a management perspective and invite for different types of leadership styles to handle the dilemma. You will find one example of such a dilemma in handout 3, which you can use as inspiration.
- Print handouts.

## Materials

- Flip chart paper
- Markers
- Sticky tack
- Post-its
- Note paper and pens

## Notes to trainer

Be aware of the following during the session.

- Goleman's Six Leadership Styles might resonate more or less with participants, depending on their specific context. In some parts of the world, a commanding leadership style is more prevalent than others, and therefore it might be controversial to label it as negative. Based on the context, consider how you can reach a point, where you can discuss the pros and cons of a specific style. Or simply: Consider your own leadership style when doing this session.
- The background paper offers a short introduction to Situational Leadership, in addition to Goleman's Six Leadership Styles. If you want, you can make exercises with Situational Leadership as well. It could be a roleplay simulating different situations, requiring different responses from the manager, or an exercise based on cases, a plenary discussion of advantages and challenges, or something else. Please see [toolboxes](#) for inspiration.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant.

### **Daniel Goleman: Leadership that Gets Results (2000)**

# BACKGROUND PAPER

## MANAGEMENT STYLE

### HOW DO YOU MANAGE?

There are many ways of leading other people. We probably all have ways that fall more natural than others, which are influenced by our own background: the country we live in, the sector we work in, our childhood home, etc. But more importantly, as a leader we can choose how we lead – in general and in specific situations – and we can combine the leadership styles available to us.

### GOLEMAN'S SIX LEADERSHIP STYLES

The ultimate job of a leader is to get results. Daniel Goleman's research shows that this is best done by combining the leadership styles, which have a positive impact on the work climate. He has identified six styles of leadership.

#### **Commanding – “Do what I tell you”**

The commanding leadership style is based on an understanding that the leader has absolute power and the right to decide everything. The employees follow orders. This leadership style impacts the overall work climate negatively, and it can be argued that it affects the leader negatively too, as (s)he is ultimately responsible for everything, including things that might not lie within her / his area of expertise. This negatively affects the final outcome – the results. The commanding leadership style can be used with some advantage in situations of crisis, where a kick start is needed, or when dealing with problematic employees.

#### **Visionary – “Come with me”**

The visionary leadership style mobilizes people towards a shared vision. The visionary leader shows the way and encourages people to follow. It is the style that most strongly affects the overall work climate in a positive way.

#### **Affiliative – “People come first”**

The affiliative leadership style focuses on people and relations. It is based on strong empathetic and communicational skills and affects the overall work climate positively. It is especially relevant if there is a need for motivating people through a stressful period of time or when mutual relationships within a group have been damaged.

**Democratic – “What do you think?”**

The democratic leadership style is characterized by the key words participation, collaboration and communication. This style affects the work climate positively. With a democratic leadership style, the specific expertise of staff members is included in the process, enriching the outcome. It is also useful when aiming for consensus within the group.

**Pacesetting – “Do as I do now”**

The pacesetting leadership style has a leader who is literally taking lead, and expecting the rest to keep up and follow. It requires a very highly skilled staff group, and can produce fast results. But it can affect the overall work climate negatively, as individual staff members may require more time than others in understanding, embracing and implanting new ideas or tools – and therefore might not be able to keep up with the pace.

**Coaching – “Try this”**

The coaching leadership style is genuinely interested in the long term perspective, and focuses on the development of staff members, in order to build a certain skill or improve performance. This leadership style offers attention to the individual staff member, values her / his specific skills and potential, and creates a constructive learning space. It affects the overall work climate positively.

**MORE ON MANAGEMENT STYLE****Situational Leadership**

In this session we have chosen to work with Goleman’s six leadership styles. If you want to explore management style in more depth, you can also look into Situational Leadership, which explains how we can adapt our leadership to the specific situation, taking into account the nature of the task as well as the employee’s prerequisites for handling the task, etc. E.g. if the employee has little experience and a high level of need, a directing style is useful. If the employee has low needs and a high competence level, a delegating style can be used.

See more about Situational Leadership here:

<http://greeks.cofc.edu/documents/The%20Situational%20Leadership%20Model.pdf>

<https://www.pngfly.com/png-cbzomx/>

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#), and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: THE THREE-LEGGED STOOL (30 MIN)

Choose three corners of the room, and label them 'RELATIONS', 'PROCESS' and 'RESULTS'. The three areas should form a triangle (do not use three points on a line). You can label them by placing a piece of paper with the word on the floor or the wall.



- Ask participants to stand up and consider for a moment, which word is most important to them or best describes them in their professional life. When they know, they should go and stand in that area.
- When everybody has chosen, ask the three groups to talk among them about why they have chosen this particular word over the other two.
- Do one more round, where participants now have to choose which of the two remaining words they like best. They should place themselves between their first and second priority word. Again, three groups will form.
- When everybody has made their choice and moved to a new spot, again ask the groups to share with each other why they stand between these two words.
- Finally, get everyone's attention and ask if they found it hard or easy to choose – and why? Answers will most probably show that it was difficult to choose between the three words.
- Wrap up the exercise by explaining that it is called the three-legged stool, exactly because the stool can not stand without all three legs. Just like we all contain some of each of the three words. But we have our individual priorities among the three and this is relevant to know and keep in mind, when we meet and work with other people.



## EXERCISE: YOUR VALUES AS A LEADER (2-3 HOURS)

This exercise is designed to lay the ground for the rest of the training on management. Our personal values will naturally be the backdrop of how we make decisions, approach our staff, strategize, communicate, etc. Share this purpose with the participants and encourage them to remember and refer to their personal values throughout the training.

**NB! This exercise requires a lot of space, as each participant ideally has her own wall or flip chart to work on. If this is not possible, consider re-organizing the exercise. One way is to stretch the exercise over some days, where the steps of the exercise are done as homework. Another option is to split the group in two. Or maybe something else.**

For this exercise, you can choose to prepare a flip chart or a board with a lot of randomly arranged values which can serve as inspiration. E.g.: Integrity, focus, humor, authenticity, trust, determination, discipline, dialogue, respect, curiosity, fun, passion, excellence, learning, justice, spontaneity, generosity, authority, clarity, ambition, teamwork, etc.

- Inform the participants that they will work individually in this exercise. Make sure they each have post-its and flip chart paper, a wall or a table to work on.
- Use handout 1 to guide the participants through the exercise: First, state the purpose of the exercise. Then, explain the four (or five) steps: Brainstorm – Organize your Answers – Explore the Core – Prioritize your Values (- Your Values and your Job).
- Distribute copies of the handout, to help participants stay on track.
- Manage time well and clearly, so all know how much time they have for each step.
- Stay available to the participants during the exercise, so they can ask questions and share their reflections if it helps their process along.



## TRAINER PRESENTATION: LEADERSHIP STYLES (45-60 MIN)

**Make a presentation of Goleman's Six Leadership Styles. The presentation should prepare the participants for the upcoming exercise, where they will explore which style(s) they themselves tend to use, and which ones they might want to use more or less, and when.**

You can use the background paper for inspiration, and you can choose to distribute it to the participants as well. Also, distribute handout 2.



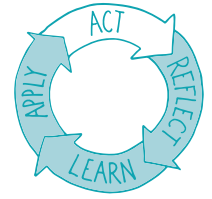
## EXERCISE: LEADERSHIP CASES (30-60 MIN)

**Depending on the group size, do this exercise in plenary or in smaller groups. Use handout 3 and / or the cases you prepared for this session.**

- Instruct the participants to read the first case, and then comment on it, describing what they would do as a manager. They should keep in mind Goleman's leadership styles.
- Be ready to help the participants stay on track, by reminding them of the leadership styles, and helping them use the relevant terms, etc.  
E.g. if a participant describes an action, but does not identify it as one of the styles, ask him / her to look at the handout and see if the comment can be described using these categories and terminology.
- Go over as many cases as you want / have time for, one at a time.

## EXERCISE: YOUR OWN LEADERSHIP STYLE(S) (45-60 MIN)

In this exercise, the participants will look critically at their own practice. This is not always easy to do, so be aware of creating a safe space and be ready to share a story of your own, to help others along.

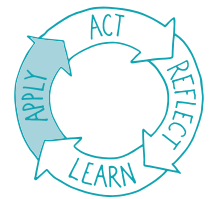


- Ask participants to work alone at first. Encourage them to make notes. Give them 15 minutes to think of two situations at work: One which went well, and one that did not go so well. They should think back on what they did in those situations and determine which of Goleman's leadership style(s) they applied. For the second situation, they should analyze if they could have used another leadership style to reach a better outcome of the situation.
- Give the participants another 15 minutes to work in pairs and share – only – their difficult situation with each other. Remind them at half time, so all get time to share.
- Finally, hear a few cases in plenary. This way, participants who feel reluctant to share their professional challenges, can avoid doing so, but still learn from other examples. If you have a very open and safe group, you can have more people share their experiences of situations, which could have been handled better.

## SUM-UP OF THE SESSION (5-20 MIN)

The purpose of the sum-up is to extract the most important learning points from the session as a whole.

Do a short sum-up where participants stand in a circle. Invite them to finish the sentence: *"The most surprising element for me during this session, was..."* You can simply do a round or choose Pop Corn Style, where participants take a step forward whenever they feel ready, and share their version of the sentence.



If you have time and see relevant, you can do another round where you ask participants to complement each other for something they contributed to the session. It should be in the form of short statements, which can range from *'I like your energy in discussions'* to *'I appreciate you sharing the big challenge you had, and being so honest and open about it'*. As a trainer, you might want to wait until the end with offering your compliment, which will allow you to include participants who might really need such a compliment – or wrap up by paying your compliment to the whole group for working well.







## Your personal values

**This is an exercise, which will help you identify your personal values. Your values can help you navigate in your job as a manager; when making decisions, communicating, prioritizing, strategizing, etc.**

Remember: Values are understood and interpreted individually and personally. Therefore, the meaning you put into your values is true to you, but not necessarily to somebody else. This also means that you can have the same values as one of your colleagues, but you might understand them differently.

### STEP 1: BRAINSTORM

Think about all the things that are important to you in your life in general (not only related to work). Write your answers on post-its, one answer per post-it. The following questions can help the process along:

- What makes you really happy?
- What gives you positive energy?
- What do you want to give to other people?
- What do you wish to be remembered by?
- What would you like to increase in your life?
- What motivates you?

### STEP 2: ORGANIZE YOUR ANSWERS

Sort your answers into groups that have some kind of coherence. If one of the answers fits into more than one group, make copies and place it in all relevant groups.

Now, name every group with a value represented by the answers in that group. It could be words such as independence, acknowledgement, loyalty, family, good health, freedom, etc. The most important is that the words make sense to you.

Aim at ending up with a maximum of ten values. If you have more, consider whether some of them actually cover the same value.

Write a list with your values.

### STEP 3: EXPLORE THE CORE

Take your list of values. For each value, answer these three questions:

1. What is important to you in this value?
2. How do you expect to be satisfied by this?
3. What will it mean to you to get this fulfilled – what will you gain?

The questions help you explore why a certain value is important to you. Through this process, you might want to rename your values. In the example below, the value could be renamed from 'Good living conditions' to 'A sense of calm and balance'. Or you can keep the first name if you find it more precisely describes your value.

#### An example:

You maybe have a value called 'good living conditions'.

The first question then is:           What is important to you in good living conditions?

The answer could be:                Living in the countryside.

The next question:                 How do you expect to be satisfied by living in the countryside?

The answer could be:                The opportunity to relax.

The last question:                 If you can relax, what will you gain?

The answer could be:                A sense of calm and balance.

### STEP 4: PRIORITIZE YOUR VALUES

Go through your values from step 3, and rate each one on a scale from 1 to 10, ranking how important they are to you. In order to help the ranking along, try to notice which values give you most energy.

Write a new list of all your values, now re-arranged into a prioritized order.

Finally, write a list with the top 3-5 values, depending on how many it makes sense for you to include in your list of main values.

**You can choose to stop this exercise after step 4 or include step 5 as well. Ask your trainer.**

### OPTIONAL! STEP 5: YOUR VALUES AND YOUR JOB




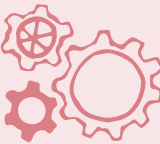

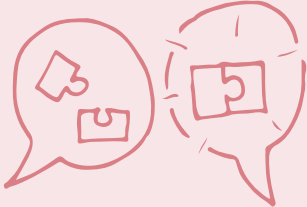
The purpose of step 5 is to reflect over how you can use your values in your job as a manager. Do this part by first reflecting on your own. Then select 1-2 specific points and discuss them in groups of three to hear each other's input. Use the following questions to spark your reflection:

- Which of your values do you already combine fully with your job?
- How do you see this?
- What is the positive effect of this value? On yourself? On your staff?
- Which of your values are more difficult to combine with your job? Why?
- How does this show?
- Can you take steps to include it more in your work?
- What should you avoid?
- What can you do today to increase the presence of your values in your job?



## Goleman's Six Leadership Styles

Source: Goleman (2000) Leadership that Gets Results

<p><b>COMMANDING</b></p>  <p>"Do what I tell you"</p>	<p><b>VISIONARY</b></p>  <p>"Come with me"</p>
<p><b>AFFILIATIVE</b></p>  <p>"People come first"</p>	<p><b>DEMOCRATIC</b></p>  <p>"What do you think?"</p>
<p><b>PACESETTING</b></p>  <p>"Do as I do now"</p>	<p><b>COACHING</b></p>  <p>"Try this"</p>



## Exercise: Leadership Case

**Read the case and consider which of Goleman's leadership style(s) you could apply in handling the situation.**

### CASE

You are a manager at a shelter, and you are responsible for a staff group. One of the staff members, a social worker, has worked with you for 5 years. She is very skilled and normally always dedicated and completes her tasks on time, without much need for support from you.

Some time ago, you tasked her with following up on a cooperation with the local police station. You had the initial meeting and it is important to develop this relation, as it is part of establishing a well-functioning reference system for the women who seek help at your shelter.

She has done the same type of work before with other local actors, but this time she does not do it. Every time you ask her, she has an excuse. You have talked about it 3 times and every time, she said she will do it. Her explanations vary from not having time to not hearing back from the people she is trying to reach. You are beginning to wonder what is going on.

This step is of strategic value to your organization, and the board is pushing you in regards to it.

### DISCUSSION

Refer to Goleman's leadership styles, when using these questions to spark your reflection:

- How can you approach this staff member in order to find out why she is not doing her job?
- How can you make sure the job is done, so you can report back to the board successfully?
- How can you act, if you find out she is not able to fulfill the task?

Maybe you can come up with more relevant questions yourself...

# STRATEGY AND ORGANIZATION

## ACTIVITY TYPES

Trainer presentation / drawing exercise / individual work / group work / reflection and discussion / brainstorm

### SHORT DESCRIPTION

This session focuses on the overall framework for managing an organization, a unit or a department. The manager is responsible for providing a clear and relevant framework for the staff to work within – individually and as a team. The session warms up with a drawing exercise, mapping the organization graphically. Then it delves into the code of conduct, from a Human Rights Based Approach perspective. Next, it looks at how to strategize on the overall organizational level, and provides inspiration for how this task can be approached. Lastly, the session embarks on the topic of procedures, providing an exercise to identify which procedures are relevant for each participant, and taking the first steps to develop them.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Work with human rights based codes of conduct
- Lead a strategy planning process
- Embark on developing procedures for selected areas of the organization

### ADVANTAGES

This session can draw on the chapter on [Violence and Rights](#) in order to establish a HRBA foundation. Furthermore, the procedures exercise can find inspiration in the session Admission to the Shelter (found in [Working with Violence](#)), which provides standardized formats for admitting residents to shelters, including a telephone guide, a risk assessment and an admission check list.

NB: We recommend that you do the values exercise from the session on Management Style before embarking on Strategy and Organization.



5-7 HOURS



6-15 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Strategy and Organization.
- For the strategy exercise, identify the participants' cases prior to the training. This can be done in relation to the pre-training needs assessment.
- Choose which method you will use for the strategy exercise (Backcasting or other) and make sure you know it well enough to be able to teach it.
- Print handouts. For the Code of Conduct dilemma game exercise, cut the handout, so each dilemma is on its own strip of paper.

## Materials

- Flip chart paper
- Markers
- Sticky tack
- Paper (A3 + note paper) and pens

## Notes to trainer

Be aware of the following during the session.

- This session might play out almost only as individual work, or maybe pair work (if you have two persons from each organization). Be aware of where you can construct group or plenary dynamics, so the participants can benefit from each other's sparring and input.
- This session mainly contains exercises, which require a lot of concentration and individual work from the participants. Make sure to spice up the session with energizers, team building exercises / ice breakers, breaks and / or other elements to revive the energy level from time to time.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant:

### Backcasting

<https://www.innovatechange.co.nz/news/2015/6/21/backcasting-from-scenarios>

<https://energyfutureslab.com/backcasting-starting-with-the-end-in-mind/>

# BACKGROUND PAPER

## STRATEGY AND ORGANIZATION

### WHAT IS A STRATEGY?

A strategy can be described as an overall plan for how to get from A to B within a specified period of time, e.g. 5 years. A is the current position of the organization, while B is the position the organization wishes to reach in the future. When formulating a strategy, it is important to know that while choosing to include some elements in a strategy, it is also important to be able to opt out others: a good strategy is clear, simple and consistent. Internal as well as external factors can influence the strategic vision or direction, so a strategy is always subject to reconsideration and alternation. Ever-changing social, economic, cultural, market or other circumstances might influence the strategic direction of an organization. A strategy is a guiding document, which needs to be relevant and known on all levels of the organization, in order to work optimally. Be sure to implement the strategy, and revisit it regularly to make sure it remains relevant and updated.

### WHY DO WE NEED A STRATEGY?

Ultimately, producing and following a strategy ensures the continued relevance of the work we do. As it is based on thorough analysis of e.g. the needs of the target group(s), the political development, etc., it will help us keep the focus on where we can make the most significant impact. When the strategic direction is clear, all employees will be able to see what their contribution feeds into. This increases the feeling of making sense, which is one of the most important elements of a good working environment. It also strengthens the feeling of belonging to a group, who works in unison for the same overall goal. This is also an important part of thriving in the workplace. On a more external and official note, a strategy communicates the ambition of an organization to potential partners, new employees and donors, while the board of the organization, who normally will be central in drafting a strategy, can use it to follow up on the achievements of the organization in a strategic sense.

### HOW DO WE DO IT?

There are several ways of going about developing a strategy, but the following are central elements of any such process:

- **Vision:** A vision is a defined ultimate goal, e.g. 'a world free from violence against women and children'. Although this goal might not be realistic, it sets the direction of the activities, interventions and areas, which the organization chooses to address.
- **Mission:** The organization's mission describes what the organization does specifically in order to work towards its vision, e.g. 'We provide support and shelter to women and children survivors of domestic violence and we fight for legal reform in order to strengthen gender equality.'



- **Values:** Values are sometimes forgotten, maybe because they seem obvious. But they are important both in relation to an organization's self-identification, and in relation to external actors. A workshop to define the core values of the organization can be a bit of a challenge, because it is hard to reduce the number to just a few, but it is a worthwhile exercise, which leaves you with a sharper identity and prioritization.
- **Plan:** A good strategy is implementable. Therefore, it needs to include a specific plan of how to reach the goals of the given strategic period, including important milestones along the way.

## DIFFERENT APPROACHES TO DEVELOPING A STRATEGY – FOR INSPIRATION

### Backcasting

Backcasting is a method, which can be applied when drafting a strategy. While forecasting is a way of using your experience to plan your future, backcasting starts with a leap forward, creating a sense of freedom and possibility. The method takes its starting point in a desired future scenario, and then moves on to analyzing the current scenario in relation to the future one, shedding light on what needs to happen or be in place in order to get there. The desired future in combination with an honest look at your current situation sparks a creative tension, on which you can act. This process will sometimes show you that your desired future scenario might not be a realistic one, and so this method can also be helpful in testing and sharpening your ideas. The next step works its way backwards, defining a number of steps or activities, which have to take place in order to connect the future and the present. It includes a look at relevant external factors, which can influence your journey towards the desired future scenario. This part also includes an exercise on selecting and prioritizing between the many different possible steps leading ahead.

This session suggests an exercise using Backcasting. See more here:

<https://www.innovatechange.co.nz/news/2015/6/21/backcasting-from-scenarios>  
<https://energyfutureslab.com/backcasting-starting-with-the-end-in-mind/>

### Theory of Change (ToC)

A ToC can also be a useful part of your strategic process, as it defines the problem you want to solve in the form of the change you wish to create. It helps you identify which conditions, results and activities can be expected to lead to one another and ultimately to the end goal. It also sheds light on the underlying assumptions for the process you envision. You can read more about ToC and find helpful templates here:

<https://diytoolkit.org/tools/theory-of-change/>

### Analysis types and tools

There are several different analyses, which can help illuminate a strategy process. It is most often relevant to spend some time on analyzing target groups, risk factors and risk mitigation, strengths and weaknesses of the organization, as well as competition from / overlap with other actors. Which analyses are relevant depends on each specific case, e.g. contextual conditions or which knowledge is already accessible. Here are a few links to inspire your analysis work:

- Target group: <https://diytoolkit.org/tools/target-group/?cn-reloaded=1>
- SWOT (Strengths, Weaknesses, Opportunities, Threats) analysis: <https://diytoolkit.org/tools/swot-analysis-2/>
- Risk analysis: [https://www.mindtools.com/pages/article/newTMC\\_07.htm](https://www.mindtools.com/pages/article/newTMC_07.htm)

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

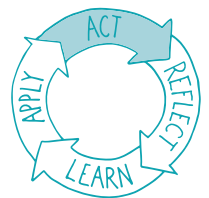
Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#), and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: ORGANIGRAM (15-20 MIN)

Provide blank A3 paper and coloured makers. Emphasize that aesthetics are not important; the aim is to make a clear and logical mapping of the organization.

- Instruct the participants to draw their organization in a way, so connections between different parts of the organization as well as the ranking is clear.
- Let the participants know that they can use their drawing as a point of reference for them throughout the training.
- Inform the participants of how much time they have, and let them know at half time.
- If you wish, you can choose to use this type of guiding questions to inspire the drawing process. You can write the questions on the flipchart or board.
- *Who has the overall decision-making power in the organization?*
- *Who holds an advisory role to whom?*
- *Who is responsible for the working environment and general conditions of whom?*
- If you find relevant, you can use an organigram from another organization for inspiration. Only remember that having an example may limit the creativity.
- End the exercise by asking the participants to hang their drawings on the wall where they can see them.





## EXERCISE: CODE OF CONDUCT DILEMMA GAME (20-30 MIN)

This exercise serves to tune in on the ethical dilemmas, which can be handled by having a good Code of Conduct in place.

- Divide participants in groups of maximum five.
- Distribute the dilemmas found in Handout 1 for this session to each group.
- Instruct the groups to take one dilemma at a time and share their views on it, one by one. Advise them to make short comments each, so they all get to speak.
- Make sure they know how much time they have in total, and encourage them to make it through at least 2-3 dilemmas. Remind them at half time.
- Round up by asking a few questions on what it was like to discuss the dilemmas and what they became aware of in particular.
- Move on to the next exercise by concluding that we can use good Codes of Conduct for guiding our actions and decisions when working in this field, which sometimes poses challenging ethical dilemmas.



## PRESENTATION AND EXERCISE: HRBA CODE OF CONDUCT (90-120 MIN)

Do a short presentation of the core principles of a Human Rights Based Approach. You can use the [background paper on Violence and Rights](#) for inspiration. You can also use exercises from *Violence and Rights*, in order to lay the foundation for developing human rights based Codes of Conduct.

- Prepare two flip charts: One with the headline 'Rights' and one with the headline 'Obligations'.
- You should decide – and clearly inform the participants – whether the brainstorm will specifically focus on staff / staff relations, staff / survivor relations or internal relationships between shelter residents. Or all in one go.
- Now do a brainstorm. You can choose to do it in plenary or choose a brainwalk version if you have many participants and enough time. See the [toolbox on Brainstorms](#) for inspiration.
- Make sure to conclude the brainstorm in a way so that the participants gain an overview of all the input. Make sure to include the HRBA perspective, and ask critical questions, if some of the brainstorm material is not in line with a HRBA.
- Finally, give participants time to draft their own Codes of Conduct. The goal can be a final set of house rules ready for implementation, or a draft to be discussed with staff and / or shelter residents upon return to their daily work.

Round off the exercise by asking participants to share their views in plenary, e.g. guided by the following (or other) debriefing questions:

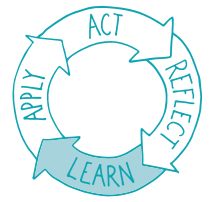
- How was it to work with Code of Conduct?
- Did you already have Codes of Conduct – or similar tools – in place?
- Did you learn something new from this exercise?
- Were you surprised by something during this exercise?
- Was it easy or challenging to base your Codes of Conduct on HRBA? Why / why not?
- What did you produce in this exercise?
- How will you be able to continue / implement when you return to work?
- Do you see any challenges in relation to Codes of Conduct? How might they be overcome?

## TRAINER PRESENTATION: STRATEGY AND TOOLS (15-30 MIN)

Start by determining the participants' cases. If at all possible, do this prior to the training. If it has not been possible, do it now: Ask if their organizations have a current strategy. If they do not, or if the current strategy is about to be revised, they should keep this in mind during your presentation, and use it in the next exercise. If some of the participants already have strategies in place, which do not need revising, ask them to pick a project idea, which will then be their 'case' during the presentation and exercise.

Make a short presentation about organizational strategy, e.g. including a what / why / how of strategy work and an introduction to a specific tool. You can use the background paper for this session for inspiration.

This session suggests Backcasting as a tool, but if you find another tool more relevant or familiar, you are of course free to use that instead – and replace Backcasting in the upcoming exercise about strategy process planning.



## EXERCISE: PLAN A STRATEGY PROCESS (90-120 MIN)

Backcasting follows this chronological structure:

**Desired future scenario – current state – steps connecting the future and the present.**

- Provide the participants with paper and pens.
- Make clear to the participants that this is an exercise, which will initiate a process, but they will need to devote time to continuing this work after the workshop.
- Make sure everybody knows what to work with (a strategy for their organization or a strategy for a project).
- Divide the participants in groups of three. Preferably, group participants with similar cases.
- Give the participants 45-60 minutes to work alone, planning a strategy development process describing the main steps. They should follow the chronological order of Backcasting when they consider the following:
  - How do I facilitate the process through the different steps (exercises, presentations, involvement of external actors, etc.)?
  - Who will be part of the process? When will they be included? (use the organigram for selecting process participants)
  - What is my realistic time frame?
  - Which knowledge do we need to obtain to be able to work through the steps? Which analysis work do we need to do as part of the preparation?
- Then give each group 30-45 minutes to present their plans and give feedback. Each participant uses a maximum of 5 minutes to present her plan, and then the other two have time to ask questions, comment and provide advice based on the plan. Help the participants keep track of time.
- Finally, give the participants 10 minutes to note down the immediate steps they need to take to move on with their strategy process, once they return from the training.





## POLICIES EXERCISE, PART 1: MAPPING (30-40 MIN)

Prepare and display two flip charts. One with a definition of 'policy':

***A policy is a document describing rules, guidelines and procedures concerning a specific topic. Good and sufficient policies have a unifying effect on e.g. a staff group and they serve as reference points in times of doubt or breach.***

Leave the other flip chart blank except for the headline, 'Policies:'

Explain the purpose of the exercise: To map which policies the participants already have in their organizations and which ones they would like to produce. Read the definition of a policy aloud, in order to secure a shared understanding of the concept.

- Do a brainstorm, where participants fill in the blank flip chart with examples of policies. Write them all, and add some yourself, if you find the list to be lacking. These are options for inspiration:
  - Safety policy, including visitors guidelines
  - Code of conduct (staff-survivor, staff-staff, shelter resident-shelter resident)
  - Maintenance of buildings, indoor and outdoor
  - For staff: sick leave policy, stress prevention policy, task division, etc.
  - For survivors / shelter residents: Admission criteria, referral mechanisms, terms of duration in shelter, terms for ending the stay, etc.
- Ask the participants to answer the question:  
If there were no policies at all in my organization, which one would I start with?  
Go through the examples on the flip chart one by one, asking the participants to raise their hand if they chose this example, and note down on the flip chart how many votes each example had.
- Now, ask a handful of participants to argue for their choice and make sure to hear arguments promoting different policies as the most important. This part of the exercise serves to inspire each other.
- Let the participants know that they can change their first choice if they want to, based on the round of arguments.



## POLICIES EXERCISE, PART 2: PLANNING (60-90 MIN)

**For this exercise, consider grouping participants according to which policy they chose in part 1 or their specific expertise in a field. The gain might be that they can discuss and reflect together as they do the exercise, but either way they will work individually.**

- Now, ask each participant to spend 15 minutes noting down which policies are already in place in their organization, and which are not. They should also note down if they are in doubt about some of them. They should then decide on a policy that they want to improve or develop from scratch.
- If you have done the exercise on values, ask the participants to keep it in mind when they move on to working with policies.
- Now, give the participants an amount of time to work on their chosen policy. They should focus on their own, but if seated in groups, they can involve each other during the process.

## DEBRIEFING THE EXERCISE (20 MIN)

**Gather the participants in plenary. Do a debriefing of the policies exercises, using some or all of the following questions:**

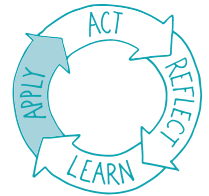
- How did it feel to work with policies?
- How was it to map the different types of policies? Hard? Easy? Why?
- How was it to hear the other participants' input?
- Was it difficult to choose the most important policy? Why? Why not?
- What happened when you had to work on a specific policy?
- Why do you think you had that experience?
- Did anything surprise you during the exercise?
- How can you use this exercise in your daily work?
- How do you plan to continue this process when you return from the training?
- Which was the most important learning point for you during this exercise?



## SUM-UP OF THE SESSION (10 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session as a whole.**

Choose a sum-up exercise: You can either do a Toss the Ball exercise in a circle or sitting in your seats, where participants all answer a question about their personal learning outcome, a quiet writing exercise, where each participant writes down his / her most important learning from this session, or a simple One Word Check-out.







## Dilemma game

### EXERCISE: DILEMMA GAME

#### CASE 1

Leila is a case manager at a shelter. She does not personally practice the religion of the majority of the residents, and she feels embarrassed that she does not pray with the group.

- What would you advise her?

### EXERCISE: DILEMMA GAME

#### CASE 2

You received an invitation to talk about a case in the shelter on a TV program.

- What are your thoughts on this?
- Will you accept?

### EXERCISE: DILEMMA GAME

#### CASE 3

You are a social worker employed at a shelter. While conducting an interview with a resident, she reveals that she is frightened to tell you that she has AIDS, because she does not want to leave the shelter, and because of the stigma.

- How do you respond to the resident, who shared this information?
- What do you do?

### EXERCISE: DILEMMA GAME

#### CASE 4

One of your colleagues is managing a rape case. In your opinion, he is not doing well. You tried to help the survivor without informing your colleague. The survivor complained to the manager about your colleague's incompetence. Your colleague was fired, and you got the case.

- Was your conduct right or wrong?
- Could you have acted in a different way?





# HUMAN RESOURCES

## ACTIVITY TYPES

Roleplay / trainer presentation / group work / reflection and discussion

### SHORT DESCRIPTION

The session on Human Resources focuses on staff and different areas of responsibility of the manager in relation to staff. It draws extensively on themes and exercises from elsewhere in this manual. In addition, this session includes two exercises: One about handling defensive reactions to feedback and one about exploring one's own bias and prejudice in order to improve professionalism and non-judgment.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Employ a variety of tools and methods when leading and supporting a staff group, including the HEAR model to handle defensive reactions to feedback
- Facilitate an exercise on the principle of non-judgment with their own staff

### ADVANTAGES

This session links into many other parts of the manual:

For laying the ground, exercises on values and leadership styles in the session Management Style in this chapter are relevant. Likewise, an exercise on HRBA is suitable for opening the session. Suggestions to feedback models are found in the [Feedback Toolbox](#), and should be followed by the HEAR exercise described in this session. Exercises on staff self-care and teamwork models, both intended to improve working environment, are found throughout the chapter [How to Take Care of Yourself](#).



5-7 HOURS



6-15 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Human Resources.
- If you choose to work with a written piece of improvement feedback for the HEAR model exercise, prepare it and make a copy for all the roleplay groups.
- Please prepare your roleplay facilitation carefully, by reading the [roleplay facilitation guidelines](#).
- Read through the case for the exercise on non-judgmental approach to see if it fits the specific context you work in. If not, construct your own case in 5-10 steps for this exercise. Make sure to challenge prevalent cultural norms through the case.
- If you want the participants to use the non-judgmental approach exercise with their respective staff groups, prepare a handout describing the exercise. You can use an extract of the session text – or make your own.
- Consider including exercises from other parts of the manual (more information in session text), and prepare specifically for them as well.

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Handouts and case

### Notes to trainer

Be aware of the following during the session.

- Feedback can be very sensitive, in some contexts and with some individuals more than others. For some it might even be controversial or altogether undesirable as a method. Make sure to introduce it as a tool, which will improve the performance of the staff group in total, including the manager. Highlight that it can improve the manager – staff relationship, making relevant information about something that is not working accessible to the manager.
- For the non-judgmental approach exercise, be aware that it might make some of the participants feel exposed (in case they share a very judgmental view in the beginning and later get proven wrong). Ensure as safe a learning space as you can, and consider sharing a personal case, where you learned about your own prejudice in an uncomfortable way.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant:

### The HEAR model

<https://nextsteppartners.com/giving-feedback-dealing-with-defensiveness/>

# BACKGROUND PAPER

## HUMAN RESOURCES

### FEEDBACK AND THE HEAR MODEL

#### FEEDBACK

When talking about feedback, we can give either positive or improvement feedback. We use the term improvement instead of negative, because feedback is always aiming for improvement, and – in that sense – is not negative.

It is important to think of feedback as a culture to be promoted. A good feedback culture can efficiently increase the quality of the work, and have a positive impact on the working environment, creating a sense of shared interest in learning and improving, which has a motivating effect. The manager can lead this development by knowing both how to deliver and how to receive feedback.

As a manager, you will often need to give feedback to staff, in order to improve performance, raise self-awareness, develop the relationship or simply energize a person or staff group. Either way, you risk getting a defensive reaction and you can use the HEAR model to handle that kind of situation.

#### HOW TO STRUCTURE YOUR FEEDBACK

##### Shared Intent

People typically react with defensiveness when they feel unsafe. Improvement feedback – however well delivered – can spark that reaction. Therefore, always start a feedback by establishing a Shared Intent. This is a mutual goal for the feedback, which is in the interest of both feedback provider and receiver, e.g. to provide the best possible support for a survivor of violence. A Shared Intent can increase the feeling of safety and be a point of reference you can return to later in order to refocus the feedback process, if need be. Provide your feedback

Remember to follow the [feedback guidelines](#) when providing feedback. Whether positive or improvement feedback, it needs to be specific in order to be useful. Feedback such as *'Your performance yesterday was not satisfactory'* is not good feedback. You need to express exactly what it was about yesterday's performance that could have been better, the effect you think it had, and offer suggestions to what could have been done instead. Also, invite the feedback receiver to share his / her thoughts on what you have said.

**If the feedback situation derails into defensiveness... pause the feedback**

The feedback receiver might feel embarrassed, unfairly accused or something else that is not helpful for a constructive learning process. If you experience that the receiver either starts defending him / herself or withdraws from the conversation, you have to pause the feedback. If a person is defensive, indifferent or otherwise unreceptive, you can use the HEAR model to get the feedback process back on track.

**THE HEAR MODEL**

HEAR stands for Hear – Explore – Acknowledge – Refocus. The idea is to first hear and explicitly articulate the receiver's reaction in an objective way:

*"I notice you got quiet" or "It seems to me you have some strong feelings about this."*

Then you explore what is causing this reaction. Again, remember to use neutral language:

*"How do you see this?" or "What are you thinking?"*

Next, make sure to acknowledge and, thereby, also validate what the person is saying. Acknowledging is not necessarily the same as agreeing.

*"I can see that the feedback does not seem fair to you, which I can imagine must be frustrating."*

After having shown the reaction some genuine interest, by having explored and acknowledged it, you might have been able to restore some of the feeling of safety, which was disrupted by the feedback. Now, you can refocus the feedback:

*"Which part of the feedback do you find to be true?" and "what can be done to avoid this in the future?"*

This is the point, where you might find it useful to repeat the Shared Intent to further restore safety to the conversation.

See more about the HEAR model here:

<https://nextsteppartners.com/giving-feedback-dealing-with-defensiveness/>

Improvement feedback has a stronger and longer lasting impact than positive feedback. Therefore, it is important to remember to give frequent positive feedback, in order to balance the overall impression of the feedback receiver. Research suggests that for every bit of improvement feedback, it takes four pieces of positive feedback to create a feeling of balance. And remember: all good feedback is specific. This means that "Good job!" does not count as good feedback. Instead say something like: *"You have a gentle voice, which I think calms down the woman you are counseling."*

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#), and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

Here is a list of exercises relevant to a management training on Human Resources:

- [Values exercise](#) – works well to lay the groundwork for the session.
- HRBA exercise – works well to lay the groundwork for the session: Do a presentation based on the [background paper on Violence and Rights](#), but make sure to adapt to a focus on staff. Do an exercise on the rights and obligations of staff as well as of the manager (representing the organization, who is the overall duty bearer). Include a focus on working environment, procedures, legal affairs (contract, salary, breaks, leave, support, etc.)
- [Leadership Styles exercise](#) – connects well into the upcoming feedback exercise.
- Feedback exercise, part 1: Use the [Feedback Toolbox](#) to make a presentation of the purpose and value of feedback and introduce feedback guidelines. Choose a feedback model and train it in a roleplay setting, either in plenary or in groups of 3, (a feedback provider, a feedback receiver and an observer). NB: Make sure there is something to give feedback on. Make sure to include both positive feedback and improvement feedback.
- Feedback exercise 2: The HEAR model. Described in detail below.
- Self-care exercises, found in [How to Take Care of Yourself](#)
- Teamwork exercises, found in [How to Take Care of Yourself](#)
- Exercise on the principle of non-judgment. Described in detail below.



## FEEDBACK EXERCISE, PART 2: THE HEAR MODEL (50-60 MIN)

**Remember:** This is part 2 of a larger exercise on feedback. Facilitate part 1 first. Part 1 might take approx. 1 hour.

**Make a brief presentation, where you introduce the HEAR model. You can use the background paper for this session for inspiration. Make sure to show the HEAR model steps on a flip chart, board or screen and leave it visible to the participants for the upcoming roleplay exercise. Also, make sure the feedback guidelines (used in part 1 of the feedback exercise) are visible to all.**

- Ask the participants to think about which type of reaction they each typically have, when confronted with improvement feedback. It could be aggression, defensiveness, embarrassment, or another feeling, which challenges their ability to be constructive about the feedback. Instruct them to use this reaction in the roleplay.
- Divide the participants into groups of three. Let them know that one will play the feedback provider, one is the receiver and one is an observer. They will get to play all three roles, as you will do three rounds. Ask them to divide the roles between them for the first round.
- Go over the three roles:
  - The feedback provider should deliver the improvement feedback according to the feedback guidelines. If helpful, you can choose to provide the participants with a piece of feedback in writing, which you have prepared in advance. The feedback provider should then use the HEAR model to handle the defensiveness of the receiver.
  - The feedback receiver should react with whatever defensive reaction is most natural to him / her (identified in the beginning).
  - The observer should sit on the side and observe specifically how the feedback provider uses the HEAR model. The observer should be ready to deliver her / his observations according to the feedback guidelines.
- Give the participants 3 x 10 minutes to do the roleplay and a short round of feedback from the observer.
- Start the time and remind participants when to move on to observer feedback and to the next round.



## DEBRIEFING THE EXERCISE (20-40 MIN)

**Do a plenary debriefing of the entire feedback exercise (parts 1 and 2). You can use some or all of the following questions:**

Receiving feedback:

- What happened when you received feedback?
- How did you feel, receiving feedback? Comfortable? Uncomfortable? Why?
- How did you react, when the feedback provider used the HEAR model?
- Why did you react this way?
- How can you use this experience in your daily work?

Providing feedback:

- How do you normally feel about giving improvement feedback? Why is that?
- How was it to follow the feedback guidelines?

- Which advantages and challenges do you see in the feedback guidelines?
- Would you like to apply the feedback guidelines in your daily work? Why? Why not?
- How did it feel to use the HEAR model?
- Do you think you can use the HEAR model in your daily work? How?

General:

- Was there anything in this exercise that was surprising to you?
- Can you use parts of this exercise in your daily work? Which part(s)? How?

## EXERCISE: A NON-JUDGMENTAL APPROACH (45-60 MIN)



Training participants have reported to sometimes feel very frustrated towards violence survivors, because of their reactions or the choices they make in life. The feeling is likely to be rooted partly in a lack of professionalism, meaning the ability to apply the same approach to all human beings (HRBA), but it is also rooted in ignorance as well as culturally and religiously produced bias and prejudice. All of this leads to a lack of acceptance or understanding of the violence survivors' reactions, which ultimately affects the services provided.

This exercise works well as a Training of Trainers exercise, which the managers can take back with them and repeat with their own staff group.

**NB! Do not reveal the title nor the purpose of this exercise to the participants.**

**This exercise serves to discover our own bias and blind spots, which affect our ability to be non-judgmental when we meet e.g. survivors of violence. It aims to increase the curiosity about each person's history and reasons for acting as they do – although at first they might appear irrational, immoral or otherwise unsympathetic.**

Depending on the size of your group, you can do this exercise in plenary or in groups of 4-5. The exercise builds up a case, step by step. After each piece of information, ask participants to share how they feel about the woman in the case and what their immediate thoughts are. Most probably, the participants will judge the woman at first, but gradually – as they gain insight into her history – they will be able to understand her situation and abstain from judging her.

Read these steps out loud, one by one, and pause between them for reflections. You can choose to draw the case as well as you go.

1. A woman comes to the shelter. She is married, but years ago the couple had great trouble becoming pregnant. It was straining for them, as they both wished to have children.
2. The woman started seeing another man, and she had a child by him. Nobody knew that the child was not the husband's biological child.
3. The woman continued seeing her lover for 10 years, and she had two more children by him. The secret remained.



4. She found it exhausting to live a double life and more than once she wanted to leave her husband. But she could not handle the consequences it would have for herself and her children.
5. Her lover exposed her to psychological violence.
6. Part of the violence was that he threatened her to disclose her secret. He used this against her from the very beginning, in order to be able to control her. She is psychologically broken, and feels immense shame over the situation she is in.
7. Her lover controls her whole life. If she is not available to him sexually, he will make her lose everything.
8. Their 'relationship' – thus her first pregnancy – started with an act of rape.

Round off this exercise with a debriefing: Ask participants to reflect on what happened during the exercise, how it felt for them to change their mind as the case was unfolded, and finally think about how they can use this experience in their daily work with women and children who have been exposed to violence.



### SUM-UP OF THE SESSION (5-10 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session as a whole.**

Choose a form and do a sum-up: it can be a silent writing exercise or a verbal sharing of the most important learning outcome for each participant. Or something else.

# VIOLENCE AGAINST MIGRANT WOMEN

## TARGET GROUPS

Staff at shelters and related services

**V**iolence against Migrant Women is relevant to all who work in the field of violence. Because migrant women are also exposed to violence – and sometimes even more so than other women. The chapter consists of three sessions, which span from definitions and contextualization to special circumstances for migrant women and to the most vulnerable group: trafficked women. Methods when working with migrant women are largely the same as when working with all other women exposed to violence, but it is important to establish an understanding among staff that different circumstances are present, such as cultural differences, language barriers, push and pull factors of migration and not least legal challenges. We need to be aware of those and apply an open and curious approach in order to be able to provide the best possible assistance. This chapter represents an addition to the material in other chapters such as Working with Violence and – not least – Violence and Rights, so we recommend drawing on those chapters as well, only adapting exercises to focus on migrant women.

## LEARNING OBJECTIVES

This module will equip the participants to

- Contribute to improving services offered to migrant women in their national or local context
- Explain the specific challenges and barriers faced by migrant women and adapt their practice based on this knowledge
- Identify, reach out to and assist women who have been trafficked

## TABLE OF CONTENTS

### General background paper: Violence against Migrant Women

Definition of migrant  
Migrant women's rights  
Structural violence against migrant women

### CONTEXTUALIZATION

#### Background paper

Stakeholder management starts with a stakeholder analysis

#### Handout

Power / interest grid

### BIAS AND BARRIERS

#### Background paper

Barriers  
Bias

### HUMAN TRAFFICKING

#### Background paper

Definition of human trafficking  
Global push and pull factors drive human trafficking  
Violence against trafficked women  
Human trafficking and human rights

#### Handout

Handout 1: Cases of human trafficking?  
Handout 2: Identifying and reaching out to survivors of human trafficking

# BACKGROUND PAPER

## VIOLENCE AGAINST MIGRANT WOMEN

**You might wonder: Is violence against migrant women different from violence against women in general? Yes and no. Violence against women is very similar all over the world, despite the context. But we have chosen to dedicate a separate chapter to violence against migrant women, because the condition of being a migrant adds to the violence in a specific way. And because migration is a very significant factor in our globalized world.**

### DEFINITION OF MIGRANT

Migrant is a term widely used and sometimes with diverging meanings. When we speak of migrant women, we refer to women born in another country than where they are exposed to the violence. We focus on the specific act of having migrated as central to the term migrant. A migrant woman can therefore have any of the following migration stories:

- Refugee (from war, natural disasters, famine etc.)
- Work migrant
- Education / career / expat
- Family reunification
- Human trafficking
- Etc.

When we refer to different types of migration, we distinguish between voluntary migration and forced migration. We also take into consideration whether the woman has the legal status of documented migrant or undocumented migrant.

Why are we occupied with these distinctions? Because the process of migration in itself and each migrant woman's background has a consequence for her current circumstances, life situation and history of violence. The above mentioned categories illustrate that migrant women is a heterogeneous and nuanced group that cannot be essentialized – what they have in common is the act of migration.

NB: Since this is the common ground, the term migrant women does not include descendants of immigrants.

## MIGRANT WOMEN'S RIGHTS

When working with migrant women we continue to work within the [human rights based approach](#). This implies that we conceive the female migrant individual as a valid human being with individual rights – regardless of her migrant history. During the last decades, especially in the wake of increasing migration flows to the European borders, we have seen an increasing de-humanization of migrants, not only by border controls but also by state legislations. With this tendency and a HRBA in mind, here is a brief introduction to relevant rights and conventions for migrant women. Elaborations and links to the full convention texts are found in the [background paper on Conventions](#) in Violence and Rights.

### The Universal Declaration of Human Rights, 1948

Securing the rights of all human beings, including the right to security, protection against torture, discrimination and exile. Establishes the right to leave one's country and to seek asylum from persecution.

### The Refugee Convention, 1951

Outlines the rights of displaced people and establishes the principle of non-refoulement: The fundamental principle of international laws that prohibits a receiver country from sending asylum seekers back to a country in which they would be in danger of persecution based on race, religion, nationality, membership of a particular social group or political opinion.

### Declaration on the Protection of Women and Children in Emergency and Armed Conflicts, 1974

Declaration that expresses deep concern over the sufferings of the women and children affected by emergency and armed conflict.

### The Convention against Torture, 1984

Underlines the principle of non-refoulement: That no state shall expel or return a person to another state where there is reason to believe (s)he would be in danger, e.g. of being subjected to torture.

### CEDAW – The Convention on the Elimination of All Forms of Discrimination Against Women, 1979

Includes some articles addressing obstacles pertaining to migrant women in particular, such as trafficking and exploitation (article 6) and the right to movement and freedom to choose residence (article 15).

### The Istanbul Convention, 2014

Convention adopted by the Council of Europe, and the first legally binding instrument on VAW: protection of all women, despite migrant, refugee or other status (article 4).

### Convention on Action against Trafficking in Human Beings, 2005

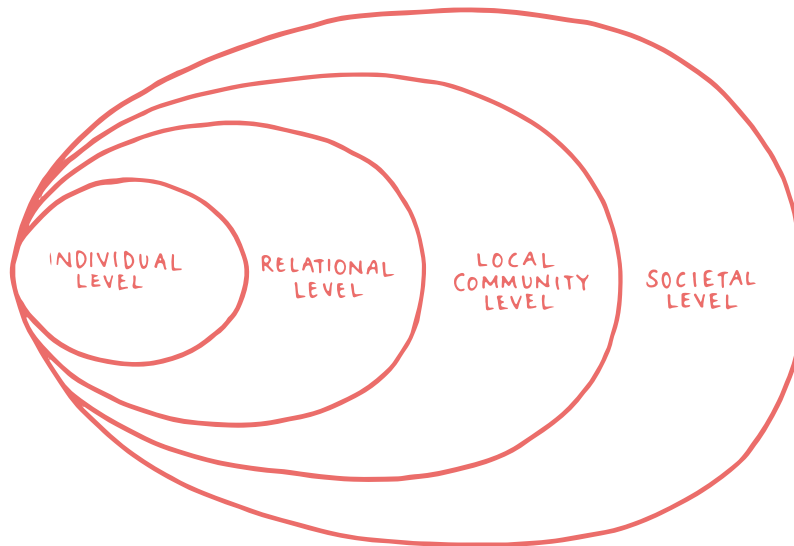
Aims to combat and prevent trafficking.

### Palermo Protocol, 2000

UN protocol with the purpose of combatting and preventing trafficking, specifically trafficking of women and girls. See more in the [background paper on Human Trafficking](#).

## STRUCTURAL VIOLENCE AGAINST MIGRANT WOMEN

Despite supranational institutions and their efforts, expressed by all of the above-mentioned conventions and declarations, migrant women continue to be an exposed group of survivors of violence. Often, national laws and municipal procedures and limitations continue to be a barrier for migrant women exposed to domestic violence. Therefore, it is necessary to look beyond individual incidents of violence, and look at the patterns and structures in communities and societies.



The Social Ecological Model describes how a variety of factors, on different levels, affect the individual, when they become barriers for breaking free of the violence. For further reading, see the [background paper on The Social Ecological Model](#).

## FURTHER READING

### **This book is considered a general and basic read on migration**

Castles, De Haas and Miller: The Age of Migration (2014)

Chapter 1 is available online here:

<http://migrationmatters.me/wp-content/uploads/2016/11/AgeOfMigrationChapter1and.pdf>

### **This report offers an insight into women on the move**

Mixed Migration Centre / Danish Refugee Council: Experiences of Female Refugees and Migrants in Origin, Transit and Destination Countries (2018)

<http://www.mixedmigration.org/resource/experiences-of-female-refugees-migrants-in-origin-transit-and-destination-countries/>

### **This article provides a gendered analysis of refugees trying to cross the Mediterranean Sea, and finds that women are more likely to drown than men.**

Sine Plambech: Drowning mothers (2017):

<https://www.opendemocracy.net/beyondslavery/sine-plambech/drowning-mothers>



# CONTEXTUALIZATION

## ACTIVITY TYPES

Brainstorm / trainer presentation / group work / mind map / reflection and discussion

### SHORT DESCRIPTION

As the first session in the chapter Violence against Migrant Women, this session sets the frame: It first examines the understanding of the term 'migrant' and introduces a definition to be used throughout this training. Then it moves on to work on gender blindness and Human Rights Based Approach, and concludes by an exercise mapping other relevant actors in the field of migrant women – for the participants to be able to identify and coordinate the services in their community.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Identify gender blindness and gender sensitivity in selected texts and behavior.
- Distinguish between HRBA and charity based approach – and describe the advantages of a HRBA, with a specific focus on migrant women.
- Present the network of relevant actors working with migrant women in their area.

### ADVANTAGES

The structure of this session can be adapted to other themes as well, as its main function is to lay the framework for working with a specific group. As an example, the stakeholder mapping exercise can be used in many other areas as well.

It furthermore draws on parts of the [Violence and Rights](#) chapter, adapting it to a specialized focus on migrant women.



4-5½ HOURS



6-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background paper for this session, as well as other relevant background papers (see session text)
- If you want to use Mentimeter for the warm-up exercise, prepare it beforehand
- Prepare your presentations on the Definition of migrant and HRBA
- Print and prepare handouts for the exercises on gender blindness and HRBA
- Decide whether or not you want to extend the stakeholder mapping exercise with time for planning a workshop

## Materials

- Flip chart paper (and maybe A3 paper – decide which to use for the mind map)
- Markers
- Sticky tack
- Post-its
- Pens

## Notes to trainer

Be aware of the following during the session

- It is very important to work with a clear definition and limitation of the term migrant in your training. Otherwise you risk discussions taking off in various directions, which will not be helpful in producing tangible outcome. Prepare well, deliver a clear definition, make sure the participants agree / understand, and be prepared to revisit it when necessary. Your guiding rules of thumb can be: 1) Focus on women as migrants, and the specific conditions pertaining to them because of their gender, and 2) The uniting circumstance of migration should be in focus rather than the many things that also distinguish individuals covered by the term migrant.

## MORE INFORMATION

Please see links to relevant further reading provided in the [general background paper on Violence against Migrant Women](#).

# BACKGROUND PAPER

## CONTEXTUALIZATION

**Context is crucial. If you do not know your context well, your efforts might go to waste. As a trainer, you need to know your participants, and their actual every-day circumstances, in order to tailor the training to fit them best. For migrants, context plays a special role, as many do not fully understand the context they migrated to. And they often find themselves in between legal systems, cultural norms, resources, etc. which add to the challenges they face.**

Working with migrant women exposed to violence, you represent one of several actors – or so-called stakeholders – who can either help or harm the women. It is important to know both the strengths and limitations of your own role as well as that of others, and to be able to coordinate the different efforts and services. This is part of being able to provide the best possible assistance.

### **STAKEHOLDER MANAGEMENT STARTS WITH A STAKEHOLDER ANALYSIS**

In this session, you will find an exercise on Stakeholder Analysis. Stakeholders are part of any context, and they can be both people who have influence or power, who are interested or in other ways affected, or even people who can hurt the project or cause. By managing stakeholders consciously and strategically, you can increase the chance of success of your project or cause.

Make sure to clearly define your project or cause, so your stakeholder analysis becomes as sharp as possible. It could be a bit general: Better services for migrant women exposed to violence, or more specific: A safe place for trafficked women in Copenhagen.

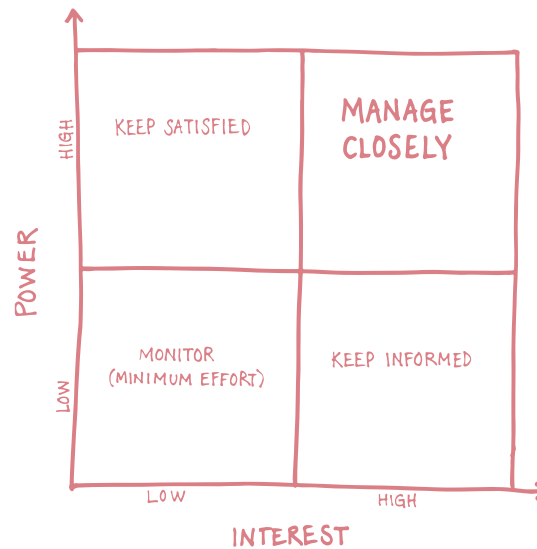
#### **Step 1: Identify your stakeholders**

Do a brainstorm and come up with as many stakeholders as you can. In the case of violence against migrant women, it can range from legislators to service providers to perpetrators, etc. Make sure to be specific: Even if organizations can be stakeholders, it is better to name a person in the organization as your stakeholder.

NB: In this session, this part is done as a mind map.

## Step 2: Prioritize your stakeholders

You can use a Power / Interest Grid to prioritize your stakeholders. It helps you identify which stakeholders are most important, and thereby prioritize where you should focus most of your efforts.



Take your stakeholders one by one and ask two questions:

- How much interest does this stakeholder have?
- How much power does this stakeholder have?

Place the stakeholder according to your answer. It helps the overview if you color code them so positive stakeholders have one color, negative ones another and neutral ones a third. When you have placed all your stakeholders in the grid, you will have a clear picture of which ones are of most importance to you: The highly powerful, highly interested people are the ones you need to engage with the most, and keep as satisfied as possible.

Each area of the grid includes instructions to which action you should take with the stakeholders placed there. You also find the grid in the [handout](#) (print on A3), or you can use the interactive format in this link, which allows you to add and place all your stakeholders in the grid – directly on your screen:

[https://www.mindtools.com/pages/article/newPPM\\_07.htm](https://www.mindtools.com/pages/article/newPPM_07.htm)

## Step 3: Understand your stakeholders

Invest time in understanding how you can best cater to your most important stakeholders.

Guiding questions can be:

- Which type of interest do they have in the outcome of your work?
- What information do they need from you, and which is the best way of giving it to them?
- Who influences their opinions – and do some of these influencers then become important stakeholders in themselves?
- If they are not positive: How can you change their mind – or manage their opposition, if they are not likely to come around?

Find more helpful questions in the Mindtools link above.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#), and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### WARM-UP EXERCISE: ZOOMING IN ON MIGRANTS (10-20 MIN)

This exercise aims to zoom in on migrants, and to illustrate that it is both a very diverse spread of individuals and life situations, but at the same time, they all share the condition of migration.

- Use a board or flip chart and write 'Migrant' as the headline.
- Hand out post-it notes and ask participants to work individually for a few minutes, writing down as many synonyms for the word migrant as they can. These could be refugee, unaccompanied minor, labour migrant, etc. One synonym per post-it.
- Ask the participants, one by one, to place their post-its on the board, grouping notes with the same word on them. This way you will get a clear picture of the most widespread understanding(s) of the word migrant within the participant group. The participants should neither comment on their own nor their co-participants' words.
- Go over the synonyms produced by the participants, pointing out both which words were mentioned by many and which ones were only mentioned one or a few times.
- Wrap up the exercise by saying that although these are very different people and situations, they all have one thing in common: They have left their home and find themselves in another country – they have migrated.



A faster and more fun way of doing this exercise is using the online tool [Mentimeter](#). It is easy, interactive and very visual. With Mentimeter, you prepare the question in the program beforehand, and the participants use their mobile phones to submit all their synonyms. You will see the result as a so-called Word Cloud, which will display the words mentioned by most as large and the ones mentioned only once as the smallest.

If you want to do it manually, but still save time, ask the participants to write down all their synonyms on a piece of paper. Ask the first participant for her words and write them all on a flip chart or board. Then ask the others how many also had the first word. Note down how many by making dots or something else clearly showing the number of 'votes'. Go through all words, then continue to the next participant, who only adds words which are not already on the board, etc.



## TRAINER PRESENTATION: DEFINITION OF MIGRANT (10-20 MIN)

**Make a brief presentation, where you introduce different understandings of the word migrant and emphasize the definition you will use throughout the training. Use the [general background paper on Violence against Migrant Women](#) for inspiration.**

Make sure to link your presentation to the outcome of the warm-up exercise: Either emphasize that the definition of migrant in this training is in line with the general understanding represented by the participants, or that the training will be based on a slightly different definition. The purpose of your presentation is to set the framework for the rest of the training.



## EXERCISE: GENDER BLINDNESS (30-40 MIN)

**The purpose of this exercise is to discuss and raise awareness about gender blindness – in guiding texts, but also within ourselves.**

Prepare cut-outs from convention texts, where migrants are described. See the [background paper on Conventions](#) for links to relevant conventions. Divide participants in small discussion groups and hand out the same cut-outs to each group. Ask them to analyze the texts based on the following questions:

- Is the definition of migrant (refugee, trafficked persons, labour migrant, etc.) gender sensitive, meaning does it include a mention of specific circumstances pertaining to gender?
- Do women face challenges or vulnerabilities based on their gender, which decrease their chances of obtaining residence permits (asylum or other)?
- Do women face challenges or vulnerabilities based on their gender, which expose them to danger?

Wrap up by doing a round in plenary, where you hear the groups' input to each text piece.

## TRAINER PRESENTATION AND EXERCISE: MIGRANT WOMEN EXPOSED TO VIOLENCE AND A HUMAN RIGHTS BASED APPROACH (45-60 MIN)



Make a short presentation of the core principles of a Human Rights Based Approach (HRBA), and the difference between HRBA and a charity based approach. You can also choose to include mention of a relevant convention, e.g. the [Istanbul Convention](#).

Then, facilitate the below exercise, where participants will distinguish between HRBA and charity based approach, with a specific focus on the impact on migrant women.

Use the [general background paper on Violence and Rights](#) as well as the [background paper on Implementing a HRBA](#) for inspiration. Use [Handout 2 from Implementing a HRBA](#) and cut out the statements from both the HRBA and the charity based approach.

- Divide the participants into small groups and inform them that they will discuss a number of statements between them in the group.
- Provide every group with a set of statements and let them know how much time they have for the exercise.
- Ask them to draw one statement at a time, first determining which approach it represents, then explaining the specific impact of the statement on a migrant woman exposed to violence.  
E.g. The statement 'People in need deserve help' (charity based approach) is rather vague, indicating that you can be either more or less in need, as well as more or less deserving – and who decides that? It also places the needy in a vulnerable situation, depending on the help (charity) of others. Representing the HRBA on the other hand, the statement 'People have rights' describes a factual, non-disputed condition.
- Remain available to the groups, and listen in on their discussions to be able to assist if they find it difficult to distinguish between the HRBA and the charity based approach.'

## DEBRIEFING THE EXERCISES (25-40 MIN)

You can do one debriefing session to wrap up the above exercises, which all in some way served to sharpen the participants' awareness of the specific circumstances and vulnerabilities of migrant women. You can use some or all of the following questions.



- How was it to do these exercises? Challenging? Easy? Why?
- What happened during the discussions?
- Did you notice something specific in yourself – or in your co-participants?
- Did you learn something new during the exercises and / or presentations? What?
- Was there anything that surprised you?
- How do these discussions relate to your daily work?
- Do you recognize some of these issues in your daily work? How?
- Is there something from the exercises, which you can use in your daily work? What?

Finally, give the participants 10 minutes to note down their most important learning outcome from these exercises, including if they want to take some of it with them in their daily work. Encourage them to be specific and commit themselves by adding task and deadline. It can just be small steps, e.g. discussing a specific observation with the manager, sending an email on Monday, etc.

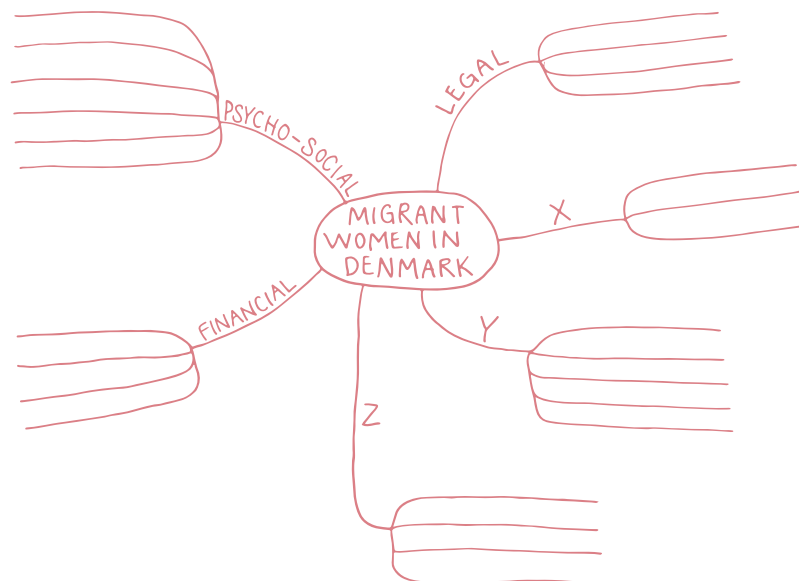


## EXERCISE: STAKEHOLDER MAPPING AND ANALYSIS (90-120 MIN)

This exercise is designed to help the participants map relevant other actors and services, and to increase awareness of their own role as well as that of others. It will enable them to work strategically with other stakeholders.

- First, do a brainstorm in plenary where you ask participants to come up with as many stakeholder types as possible. Supplement the list yourself with governmental bodies, national legal frameworks, institutions, NGOs, international NGOs, legal offices, psycho-social assistance, medical assistance, education and health facilities, translators, etc. The list should remain visible to all.
- Next, instruct participants to form groups with participants from the same organization, or – if they do not attend the training with a colleague from their organization – to work individually. Distribute A3 or flip chart paper and pens / markers.
- They should now make a mind map of all the specific actors in their context, who is of relevance to migrant women.

In the middle, they write 'Migrant women in XX (their country or area)'. The main branches of the mind map represent types of assistance, e.g. legal, psycho-social, financial, etc. Determine these categories with the participants before you move on to filling in the mind maps.



- Assign 30 minutes to filling in the mind maps. Remind the groups at half time.
- Now, distribute copies of the handout to all the groups. They should copy the Power / Interest Grid to a flip chart paper.
- Use the background paper to explain the Power / Interest Grid. If you see fit, you can also distribute the background paper to the groups. In that case, make clear that they will start at step 2 (step 1 was covered by the mind map).
- Assign another 30 minutes for the groups to do a stakeholder analysis, using the Power / Interest Grid.

## DEBRIEFING THE EXERCISE (20-30 MIN)

Debrief the exercise by asking some or all of the following questions in plenary.

- How was it to map the relevant actors in your area?
- How was it to analyze their power and interest?
- Did this exercise make you discover things you were not aware of before?
- Are there any gaps in the services available to migrant women in your area? What are they? Can you do anything to close those gaps? What?
- Where is your own place in the mind map?
- How is it to see your own place in relation to the other actors?
- How can you use the stakeholder mapping and analysis in your continued efforts to assist migrant women?
- Are there any specific steps you would like to take when you return to work?

NB: Make sure the participants reach the conclusion that they should be aware of the limits of their own area of expertise and refer migrant women to the right services, depending on their specific needs. If they do not mention this themselves, gently introduce this point, based on the mind maps they made.

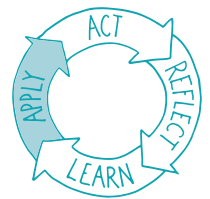
If relevant, you can assign time for the participants to plan a network session with selected stakeholders in order to coordinate services, which they can facilitate when they get back from the training. Such an exercise could take a minimum of 1½ hour. Encourage participants to be very specific in describing aim, content, logistics, facilitation, etc.

## SUM-UP OF THE SESSION (5-10 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session as a whole.**

Stand in a circle and ask the participants to finish the following sentence: *“The most important learning point for me in this session was...”*

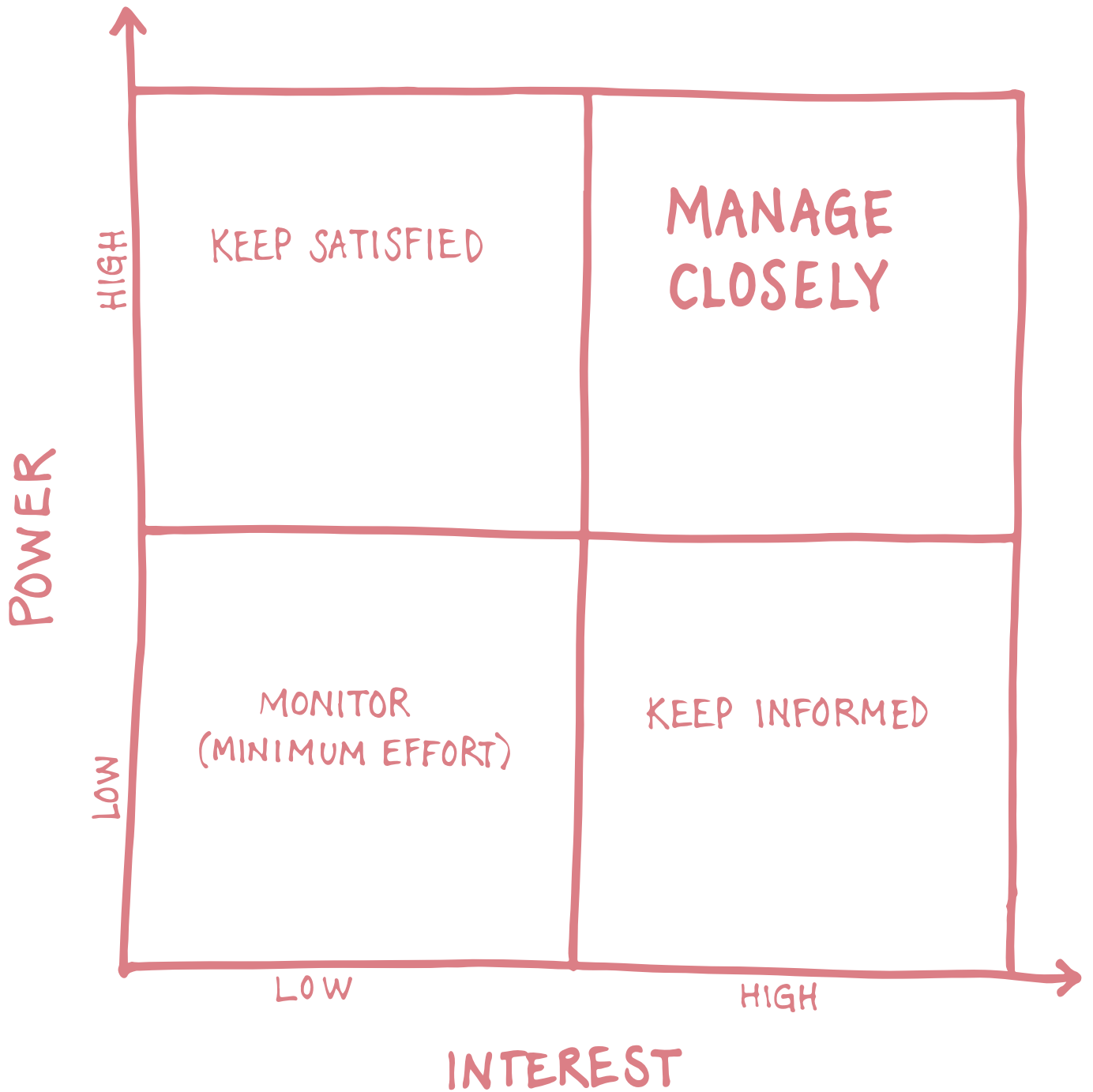
Give them a few minutes to think about their answer, and simply do a round. Or you can ask them to share their thoughts Popcorn Style, which means that whoever feels like speaking takes a step forward and shares her version of the sentence, then the next, etc. until everyone has spoken.







# Power / Interest Grid For Stakeholder Prioritization





# BIAS AND BARRIERS

## ACTIVITY TYPES

Trainer presentation / pair work / film / reflection and discussion / roleplay

### SHORT DESCRIPTION

This session introduces two main themes: 1) The unique barriers and challenges, staff should be aware of when working with migrant women exposed to violence, and 2) Bias and prejudice, which can lead to discrimination of migrants. Such bias and prejudice exist on the structural level of society, but – more surprisingly – often in ourselves as well. The session opens with two exercises on unconscious bias, designed to create awareness among the participants of their own bias. Then it moves on to the theme of barriers, providing exercises to shed light on the complexity of being a migrant woman exposed to violence.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Identify barriers and challenges faced by migrant women exposed to violence
- Adapt their own practice to best mitigate the challenges of the barriers experienced by migrant women exposed to violence
- Examine their own bias in relation to migrant women, and adjust their own practice in this light

### ADVANTAGES

In addition to the exercises on bias included in this session, you can also use the Non-Judgmental Approach exercise in the [session on Human Resources](#), only adapting it to the theme of migrant women by creating a different case. You can also add an exercise on the [Social Ecological Model](#) (from Understanding Violence) in order to analyze barriers on different levels. The aim is to reveal the structural barriers, migrant women are facing, and it can lead to a discussion of how these can be challenged and influenced.



3-5 HOURS



10-24 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper for this session as well as the [general background paper for Violence against Migrant Women](#).
- Watch the video The Trusted Ten (link below) and prepare a handout with 'Trusted' in the left column and your chosen categories (e.g. gender, nationality, skin color, religion, sexual orientation, etc.) in the other columns across the paper. Print copies for all participants.
- Decide whether you will do the roleplay, and prepare for it.
- Decide whether you will include exercises from other parts of the manual (see opposite page under Advantages), and prepare for them.
- Watch the two videos on privilege vs disadvantage (links below), and use them to design a Privilege Race exercise for your group.
- Prepare a text for the language barrier exercise. See instructions in the session text.
- Prepare your presentation.

## Materials

- Flip chart paper
- Markers
- Sticky tack
- A ball of yarn for the complexity web exercise
- Prop(s) for the pair exercise on barriers. See session text for details.

## Notes to trainer

Be aware of the following during the session

- For the debriefing on the bias exercises: Genuinely examining one's own shortcomings is difficult, and maybe even shameful. Be ready to bring yourself and your own less flattering experiences into the room, in order to create an atmosphere of comfort and trust. Even though not all participants might be able to do this, rest assured that everyone will learn something from the examples brought forth. You can consider to ask the participants to prepare beforehand, in order to increase the number of experiences shared, e.g. between two training days. Be prepared to dismiss any type of judgment made towards other participants, as well as any self-blame put forward. Complement participants for sharing their stories of bias.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### On unconscious bias: The Trusted Ten

[https://www.youtube.com/watch?time\\_continue=14&v=i\\_52T8ufdZM&feature=emb\\_logo](https://www.youtube.com/watch?time_continue=14&v=i_52T8ufdZM&feature=emb_logo)

### On privilege and barriers / disadvantage

What is Privilege? <https://www.youtube.com/watch?v=hD5f8GuNuGQ>

Privilege Race for 100\$: <https://www.youtube.com/watch?v=4K5fbQ1-zps>

# BACKGROUND PAPER

## BARRIERS AND BIAS

In 2018, Danner published a [report](#) (in Danish), which thoroughly examined data from hundreds of migrant women in Denmark. We looked at domestic violence in particular, and the result was clear: Although political discourse in Denmark, as in many other countries, would have us believe that ethnicity or religion make some people more violent than others, Danner's report showed that migration was the main condition both adding to the vulnerability of the women, and to the power of the perpetrators.

### BARRIERS

The migrant women in Danner's study experienced a series of barriers, which made it even harder for them than for ethnically Danish women to break away in case they were exposed to domestic violence. And many were left with making the cynical calculation whether to stay in the violent relationship or to risk losing everything, if they tried to leave it.

Here are some of the most prevalent barriers experienced by migrant women exposed to violence.

#### **Barrier 1: Lack of (access to) knowledge**

As a migrant, you find yourself in an unknown setting. Most often, you do not know the laws, the services, your rights, the structure of society, nor the language well enough to be able to seek this information.

#### **Barrier 2: Social isolation**

Being far from home, most people have limited social network. In addition to that, the perpetrator – whether the husband, the trafficker, the boss, etc. – often uses social isolation as a means to consolidate his power. If you are denied access to other people, you have less chance of getting help to flee, and you remain primarily dependent on the perpetrator.

#### **Barrier 3: Shame**

Migrating is a big choice, which also often comes with sacrifice. Maybe the relatives back home did not agree with the choice. Or maybe you left to pursue better opportunities in another part of the world. In many cases, migrant women exposed to violence feel a great deal of shame. Because many voluntarily migrated (married someone they loved, accepted a seemingly good job offer, etc.), and they might feel partly responsible for their situation, as well as deeply deceived.

**Barrier 4: Financial dependency**

Many marriage migrants, labour migrants and trafficked women depend financially on their perpetrators. Some are heavily indebted, others unemployed, while some are sending money back to their families to cover basic needs such as food, housing, medical treatment and education. Either they cannot break away, or they fear the consequences of doing so.

**Barrier 5: Children**

A very used and very efficient means of control is to threaten a woman that she will lose her children, if she e.g. divorces the violent husband. It might not be true, but which parent can take that risk? For others, it is a question of believing in the nuclear family as the best environment for children, or the institution of marriage as sacred. For others it is that the children have a much better future ahead of them in the host country, than they would in the country of origin.

**Barrier 6: The system**

It is largely due to structural barriers, that the other barriers are so efficient. When e.g. social welfare systems or legal systems are not able to protect migrant women according to the intentions formulated in international conventions, they are left very vulnerable.

**BIAS**

Bias is beliefs and attitudes, which favor some characteristics over others. Bias can be fully unconscious, meaning that we are not aware of them, but to a large extent, they control our reactions and behavior. They are formed – without our awareness – by experiences, e.g. a certain portrayal of gender roles in society, and even if we consciously believe that men and women should be equal, we can have unconscious bias, which reflect societal stereotypes. This means that we are capable of treating people differently, e.g. based on gender or skin color, even if we believe that it is wrong to do so. This is a general condition, but, nevertheless, very difficult to accept about ourselves.

Even if we imagine that all the above listed barriers for migrant women were not relevant, being a migrant means being a foreigner and a minority. Throughout the world, minorities and foreigners are met with certain stereotypical expectations and bias. This is so because currents and discourses in society create unconscious bias, thus ascribing specific qualities to e.g. 'Sub-Saharan' or 'woman' or 'Muslim'. However, only rarely does an individual person fit exactly into those categories, and therefore she risks being misunderstood in terms of wishes, needs and intentions. This can severely complicate her access to rights and services.

Unconscious bias can be mitigated by becoming aware of them, so we are able to consciously redirect our actions and behavior.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#), and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### BIAS

#### EXERCISE: THE TRUSTED TEN (20-40 MIN)

This exercise is designed to make the participants aware of their own bias in relation to which type of person invokes trust in them. It will most likely reveal that we all tend to trust people who resemble ourselves.



Fold the handouts you have prepared, so only the left column titled 'Trusted' is visible.

- Distribute the handout to the participants. Tell them not to unfold the handout.
- Now, ask them to fill in names of the 6-10 people they trust the most. These should not include family members.
- When everybody is done, ask them to unfold the paper and tick the boxes across the other columns where the person has the same characteristic as themselves. E.g. if a participant is a woman, and her trusted person is a woman, she ticks the box.
- Do a short debriefing asking participants what they see in their sheets. Most likely, many will see that the people they trust represent very little diversity. Make room and time for reflections and conclude by stating that we do tend to trust more, when there is a sense of recognition. This is called the affinity bias and is scientifically documented.





## EXERCISE: EAT THE CATERPILLAR (20-40 MIN)

This exercise requires a rather safe and trusting atmosphere, but if you are able to do it, it can be very efficient.

Bring along raisins, candy or another small snack. Do not show it to the participants.

- Instruct the participants to spread out a bit, so they do not sit too closely to each other. Ask them to close their eyes.
- Tell them that in a moment, you will distribute something that they should eat. Depending on the context, you can choose to say that it is a caterpillar or a grasshopper (because the future will have us eating more climate-friendly food, such as insects instead of meat as a main source of protein), or something else, which is not normally food. Assure them that it is not in any way dangerous to consume, but it might be a little bit uncomfortable, so they should just swallow it fast.
- Make sure to stretch your instructions long enough for the participants to start worrying a bit about what they will have to eat.
- Instruct them to be completely quiet when you distribute the 'snack', and to remain seated and calm with their eyes closed while eating it.
- Now ask them to hold out a hand and distribute the raisins (or whatever else you brought) in silence, one for each participant.
- When everyone has eaten it, invite them to open their eyes again.

Have a brief round, where you explore the thoughts that went through the heads of the participants during the exercise: when they heard the instructions, when they were given the snack, when eating it. The answers will most likely show that even through it was a raisin, many might have felt it move, or felt its legs, or tasted something bitter, etc.



## DEBRIEFING THE BIAS EXERCISES (15-30 MIN)

Remind the participants of both exercises on bias – The Trusted Ten and Eat the Caterpillar – and debrief them using some or all of the following questions.

- How did it feel to do these exercises?
- What did you experience? Thoughts? Bodily sensations? Why is that?
- What happened when you unfolded the paper in the first exercise?
- Can you relate these experiences to something? What?
- What surprised you in these exercises? Why?
- What was most important in these exercises, in your opinion?
- Can you use any of this in your work life? In your private life? What? How?

Make sure to conclude by summing up the main points: That we tend to trust people who resemble ourselves, and that our thoughts direct our behaviour and even the way we experience the world: if we think we are eating a caterpillar, we might actually experience doing it. Even if it is not true.

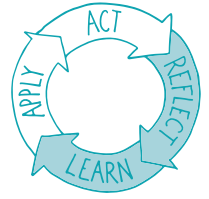
If at all possible, try to get the participants to share experiences from their own (private or professional) lives, where they acted in an improper way based on unconscious bias. Be ready to share an experience from your own life in order to help the process along. Discuss why it happened and how it could be avoided.

## BARRIERS

### EXERCISE: COMPLEXITY WEB (10-20 MIN)

This exercise is designed to zoom in on the theme of migrants and provide a visual image of the complexity of many migrants' lives. You will need to bring along a ball of yarn.

- Ask the participants to sit or stand in a circle.
- Explain the exercise: A brainstorm on barriers and challenges a migrant woman may face. Answers can include barriers specifically if she is exposed to violence, but answers generally characterizing migrant women should be included as well. Every time someone has an answer, throw the ball of yarn to that person. The person, who threw it, holds on to the thread of yarn.
- Start the brainstorm by holding on to the thread and throwing the ball to whoever wants to go first. If nobody starts, be ready to do so yourself. You could say e.g. 'lack of language proficiency' or 'limited network'.
- When you have exhausted the brainstorm, ask the participants to take a moment to look around. Ask them to share their immediate thoughts about the web, which has formed within and across the circle.
- Make sure to conclude the exercise by stating that migrant women, and especially so if exposed to violence, face many and complex barriers.



### EXERCISE: PRIVILEGE VS BARRIERS (10-20 MIN)

In this exercise the participants will explore the concepts of privilege and barriers (also referred to as disadvantage).

To prepare, watch the two short videos, accessed via links on the front page of the session, and design your own privilege race exercise for your participant group. You can re-use some of the statements from the videos and you can add new ones, making sure to fit the context you work in. Be sure to cover gender and themes related to migration.

If you do not have time to do this exercise, but still want to touch upon the theme of privilege and disadvantage, you can show one of the films, and debrief afterwards. Only be aware that both films are in English, and recorded in America, so some of the statements might not be relevant in the context you work in. However, they will convey the message: Individuals hold more or less privilege, and this has nothing to do with the efforts, nor the decisions they have made.



### DEBRIEFING THE EXERCISE: PRIVILEGE RACE (20-40 MIN)

Do a debriefing in plenary, and use some or all of the questions below. Be aware that this exercise addresses something very personal, and as such might affect the participants more than exercises solely addressing professional matters.

- What happened when you did this exercise?
- Was there any change of mood or atmosphere during the exercise?
- What did you notice in yourself? In the other participants?
- How did it feel to do this exercise?

- How did it feel to end up in the front? In the back? In the middle?
- Why do you think you felt this way?
- What did the exercise make you think of?
- Where might a migrant woman exposed to violence end up?
- What about her children?
- How does the outcome of this exercise relate to your daily work?
- How can you use this exercise in your daily work?
- Is there anything you want to change or do differently, based on this exercise?

And if you have time, the following questions can lead to a very interesting discussion about what shelters, representing disadvantaged women and children, should demand from authorities. Make sure to include mention of the [HRBA](#).

- How can we understand the concepts of privilege and disadvantage?
- Is e.g. safety really a privilege? Or is lack of safety a disadvantage?
- What is the norm: safety or lack of safety? What should the norm be?



## EXERCISE: THE LANGUAGE BARRIER (10-20 MIN)

**In this exercise the participants will experience the language barrier, most migrants have against them. It is intended to feed into the upcoming trainer's presentation, so it is a short exercise, which should not be followed by a debriefing.**

Choose and prepare a text beforehand. The length should not be more than ½ a page. It can be any text, which is suitable for retelling, so not too technical, but ideally with a story line or chronological order. You will read the text three times, each time revealing a bit more of it. In the first round, “beep” many of the words, including the central ones carrying meaning. For the second round, reveal some of the beeped words, but still not enough for the point of the text to be clear. In the last round, you reveal some more words.

- Instruct the participants to listen to a text, which you will read. Let them know that their task will be to retell the text after you finish.
- Read the text aloud the first time, just saying “beep” for every word left out.
- Ask if someone would like to retell it. Most likely, no one will volunteer. But see if you can get someone to try, mentioning the parts (s)he understood.
- Repeat reading and retelling two more times.
- Move on to your presentation.



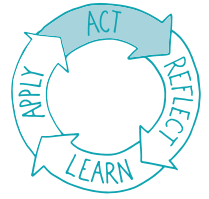
## TRAINER PRESENTATION: BIAS AND BARRIERS (15-20 MIN)

**Make a brief presentation about bias and barriers. You can use the background paper for this session as well as the [general background paper on Violence against Migrant Women](#) for inspiration.**

If you feel the presentation should be moved up in the program, you can do so. But we have deliberately placed it at this rather late point, in order to make room for as much learning and experience as possible, before offering facts on the matter of bias and barriers.

## PAIR EXERCISE: BARRIERS (15-20 MIN)

This exercise is designed to expose the participants to the feeling of meeting barriers. It is related to the Privilege Race exercise above, so if you have limited time, you can choose to omit one of them. But, unlike the Privilege Race, this exercise ensures everyone experiencing the feeling of having barriers against them.



- Ask the participants to form pairs.
- Ask them to do a simple task: e.g. copying, in their best handwriting, a short text you write on the board, or throwing an item into a bucket or making their way from one end of the room the other, or something else.
- Install a 'barrier' for one of the participants in each pair: e.g. blindfold them, instruct them to use the hand they do not normally use for writing, walk backwards, etc.
- Let the pairs do the task, one of them with a barrier against them.
- Ask the pairs to switch, so the other person has the barrier against her.
- Repeat the task.

## DEBRIEFING THE EXERCISES (20-30 MIN)

Gather everyone in plenary and do a debriefing of the exercises on barriers. You can use some or all of the following questions.



- What happened when you did the language barrier exercise?
- What happened when you did the pair exercise on barriers?
- How did it feel to have a barrier against you, which affected your abilities?
- Which feelings did you experience?
- Why do you think you experienced these feelings?
- Which reactions did you notice in your fellow participants?
- Why do you think these reactions occurred?
- How do you think this might relate to migrant women exposed to violence?
- Do you see something similar in your daily work with migrants?
- Can you use this experience in your daily work? How?
- Is there anything you would like to do differently / start doing when you return to work?

### TIME FOR A ROLEPLAY?

Now is a good time to do a roleplay, in order to sum up and further explore the essence of barriers.

Arrange a setting where a social worker interviews a migrant woman exposed to violence, through an interpreter. Carefully select and instruct the actors beforehand: The case of the migrant woman should be clear and understood by everyone, so she can act it, and the audience can observe how it affects her.

Instruct the social worker and the migrant woman to communicate only in handwriting through the interpreter, and they should not be able to see each other's writing: This will illustrate the challenges of the language barrier. E.g. the social worker writes: 'Welcome. I am XX and you are in XX...' and the interpreter reads it aloud to the migrant woman. She replies in the same way, in writing, and the interpreter reads it aloud. There will most likely be cases of misreading, which complicates the conversation, as well as periods of silence, which illustrate the time, during which an unknown language is spoken.

Debrief the roleplay afterwards, exploring the experience of the actors first, then inviting the audience to share their observations. Remember to follow the [guidelines for facilitating roleplay](#), as well as those for giving [feedback](#).



### SUM-UP OF THE SESSION (5-10 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session as a whole.**

Choose an exercise type and do a sum-up: Toss the ball, check out with one word or ask participants to quietly note down their own individual 2-3 most important learning points from this session.

# HUMAN TRAFFICKING

## ACTIVITY TYPES

Film / trainer presentation / group work / reflection and discussion / roleplay

### SHORT DESCRIPTION

The aim of this session is to provide basic knowledge and suggest tools, which can be used with women who have been trafficked. The theme is too large and complex to be fully unfolded in this format, so the session is not an in-depth endeavor, which will provide a specialization among staff in working with this specific target group. However, we know that shelters and counseling services meet women who have been trafficked and, therefore, need to know how to best assist them. The session contains exercises and material, which will provide an understanding of the mechanisms of human trafficking and offers tools to identify and reach out to survivors. In addition, it suggests including other parts of the manual to work with this theme as well.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Explain the mechanisms behind human trafficking
- Identify whether or not a woman might be trafficked
- Assist trafficked women who seek help at their shelter or counseling service

### ADVANTAGES

This theme can be included as a sub theme in e.g. a training on violence against migrant women, or on violence and rights, with trafficked women representing an ultra-vulnerable group, whose basic human rights are often even violated by the system. Or it can be a separate theme, and take up 2-3 full training days, if exercises from other parts of the manual are included. See the session text for recommendations for combining with other themes / exercises.



3½-3 DAYS



6-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper for this session as well as other relevant background papers – depending on the exercises you choose to include.
- Make sure you are able to show the film *Affected for Life* (link below).
- Prepare your presentation.
- Decide whether or not you will do a roleplay – and prepare it carefully.
- Go through the recommendations for other exercises (in the session text), and plan your entire training program. You will find instructions for preparation of each exercise in the respective chapters of this manual.

### Materials

- Flip chart paper
- Markers
- Sticky tack
- Depending on which exercises you choose, you might need other materials. See details in the session text

### Notes to trainer

Be aware of the following during the session

- The theme of human trafficking can be very emotionally taxing. Keep an eye on the participants and be prepared to assist in case somebody needs a break or a debriefing. Also, prepare energizers and breaks throughout the program to counter the heaviness of the theme.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

### General information about human trafficking

[UNODC website](#)

### A film introducing human trafficking

[Affected for Life](#)

### A collection of articles on different types of human trafficking by a leading scholar

[Siddharth Kara's work](#)

### A report on physical and psychological consequences of human trafficking

[Stolen Smiles](#)

### The central convention text on human trafficking

[The Palermo Protocol to Prevent, Suppress and Punish Trafficking in Persons, especially Women and Children](#) (a supplement to the UN Convention against Transnational Organized Crime, 2000). Please see page 41 onwards.

# BACKGROUND PAPER

## HUMAN TRAFFICKING

**Human trafficking – also called trafficking in persons – is one of the most profitable, as well as fastest growing, crimes in the world. It is often linked to South → North migration, and it is a form of violation, where the system often fails in protecting the survivors.**

### DEFINITION OF HUMAN TRAFFICKING

The UN defines human trafficking as follows:

*The recruitment, transportation, transfer, harbouring or receipt of persons, by means of the threat or use of force or other forms of coercion, of abduction, of fraud, of deception, of the abuse of power or of a position of vulnerability or of the giving or receiving of payments or benefits to achieve the consent of a person, for the purpose of exploitation.*

Human trafficking includes being forced into prostitution or other forms of sexual exploitation, forced labour, slavery, criminal activity or removal of organs. Compared to dealing in e.g. drugs and weapons, dealing in human beings is potentially very profitable, because the same individual can be bought and sold many times.

Human trafficking is a process, where one or more traffickers control a trafficked person. In order to define whether a person has been trafficked, three elements should be present:

**Act:** The person has been recruited and often, but not always, transferred from one place to another (within or across national borders).

**Means:** Violence, coercion and / or threats are used against the person.

**Purpose:** The aim of the above two is exploitation, e.g. (an)other person(s)' economic gain. Trafficked persons can be both documented and undocumented, and their migration can be both forced and voluntary. The Palermo Protocol ([link on session front page](#)) underlines that even if a trafficked person has voluntarily accepted the agreement, this is irrelevant if the means of exploitation defined in the protocol have been used.

### GLOBAL PUSH AND PULL FACTORS DRIVE HUMAN TRAFFICKING

On a large scale, global inequality is crucial to the extent of human trafficking, because it can take advantage of the vulnerability of people in situations of individual or community crisis.



Traffickers scout for potential victims in situations of war, civil unrest, persecution of minorities or racial and religious groups, natural disaster, economic collapse, corruption and poverty or a lack of opportunities or hope. As long as these challenges to human safety and thriving remain, and as long as global inequality remains, the basis for human trafficking will remain.

However, not all trafficked women are without legal residence (e.g. Romanian women in Denmark), nor are all transported long distances over national borders (e.g. Dutch women within Holland's borders). You can even be trafficked within your own home (e.g. if your partner sells you to provide sexual services to others).

## **VIOLENCE AGAINST TRAFFICKED WOMEN**

Trafficked women are likely to be exposed to all forms of violence. Physical and sexual violence is widely used by traffickers as a means of control and punishment, and sexual violence is also the very occupation of e.g. trafficked sex workers. Trafficked women can be in such a vulnerable situation that abusing them can go unpunished, because they are unlikely to report it, and so they can also be exposed to violence from customers, colleagues, by-passers (e.g. hate crimes), etc. Psychological violence, including serious threats, are used widely by traffickers, and with great impact: Threats towards the families back home, threats to report the woman to the police, which can lead to deportation, and – especially in some African countries – witchcraft (referred to as Juju), which is a very effective means to keep the woman in check until she has paid her debts, which typically takes years.

The consequences of such massive exposure to violence are many, and resemble or even exceed symptoms of torture survivors: Apathy, memory loss, hostility, shame, self-destructive behavior, gastrointestinal problems (vomiting, constipation, diarrhea) and an array of psycho-somatic disturbances such as headache, fatigue, dizzy spells, general pain and insomnia.

Working with trafficked women can be very taxing, not least because their options might be limited. Be aware of the relevance of so-called low-threshold services, which means harm-reducing assistance, e.g. providing condoms to sex workers or a place to sleep, which will be safer than the street. Such help can make a significant difference, even if it does not solve her situation entirely.

## **HUMAN TRAFFICKING AND HUMAN RIGHTS**

In some countries, trafficked persons without legal residence are viewed and treated as undocumented migrants, and not as individuals whose basic human rights have been violated. This is a substantial challenge, in terms of helping the survivors. One result of this approach is that e.g. migrant women, who have been trafficked to work in forced prostitution, are very reluctant to contact the authorities for help, or even to accept assistance. This is so, among others, because they are deeply indebted and will not be able to make enough money to pay back their debts, but also because they might face deportation to their country of origin, which some of them left in the first place in order to pursue a better future. There are also examples where survivors of human trafficking are granted residence permits, and it should also be noted that some women choose to accept repatriation to their home country. But it remains a remarkable and shameful paradox that, in many countries, one of the most brutal violations of basic human rights is not – in practice – countered by a human rights based approach.

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper or use [graphic facilitation](#), and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### FILM: AFFECTED FOR LIFE (15 MIN)

Show the film *Affected for Life*, which explains the concept of human trafficking.

If you cannot show the film, you can instead open the session with your presentation, including a more thorough introduction to the theme of human trafficking, to replace the film.



### TRAINER PRESENTATION: CONTEXT AND IDENTIFICATION (15-30 MIN)

Use the background paper for this session and Handout 1, and make a presentation, which builds on the film, and covers two themes:

- 1) The context of human trafficking in the country or area you train in. The purpose of the presentation is to establish the framework, in which the rest of the training will take place, so make sure to provide facts and definitions, and mention relevant legislation, etc.
- 2) The signs, which can be used for identification of women who are trafficked. Make sure to introduce the three elements Act – Means – Purpose as a tool for identification.





## EXERCISE: CASES OF HUMAN TRAFFICKING (45-60 MIN)

This exercise is designed for the participants to practice identification of women who are trafficked. It will also give them an insight into different trafficking types and scenarios. You can use the cases in Handout 2, or make your own in order to best reflect the context you work in.

- Divide the participants in groups of 3-5.
- Let them know that they should 1) Identify whether the cases are cases of human trafficking or not, and 2) for the cases they identify as human trafficking, they should use Act – Means – Purpose to describe them.
- Distribute the same set of cases to all the groups.
- Give them e.g. 30 minutes to work through as many cases as they can.
- Remind the groups at half time.
- Gather the groups in plenary and go through the cases one by one, asking whether they are cases of human trafficking or not. (NB: Only case 3 is not a case of human trafficking).
  - If there is disagreement, delve into it by asking the parties to elaborate on their choice – and make sure to wrap up by providing and explaining the right answer.
  - For the other cases – whether human trafficking or not – ask the participants to explain how they have reached their conclusions.



## DEBRIEFING THE EXERCISE (10-20 MIN)

Wrap up the cases exercise with a short debriefing, asking participants some or all of the following questions.

- How it was to do this exercise? Difficult or easy? Why?
- Which thoughts did it invoke?
- How can you relate this exercise to your daily work?
- Do you sometimes meet women, who might be trafficked? Where?
- How have you acted before?
- Will you do anything differently now?



## GROUP WORK: OUTREACH GUIDELINE (45-60 MIN)

In this exercise, the participants will use the film, your presentation and the handouts to produce a list of questions and steps they can take to reach out to possible survivors of human trafficking. It can serve as a guideline in their organizations upon returning from the training.

- Make groups of 2-5 participants. If possible, group participants from the same organization.
- Distribute a piece of flip chart paper and markers to all groups and instruct them to make a list of steps to reach out to someone who might be trafficked. The list should be as specific as possible, and include good questions to ask as well.
- Inform the participants of how much time they have and remind them at half time.

- After the groups finish, ask them to hang their lists on the wall, and let each group briefly present their work.
- Finally, give the groups 10 minutes to adjust their list, if they were inspired by something they heard from the other groups during their presentations.

### TIME FOR A ROLEPLAY?

If you have time, this is a good place to make a roleplay. Arrange the roleplay, so the participants can use the guidelines they just made, as well as the Act – Means – Purpose identification tool. Make sure to follow the [roleplay guidelines](#) both when preparing, conducting and debriefing the roleplay.

You can either do one roleplay with a limited number of actors and a large audience, or roleplay groups of e.g. three persons, where one plays a trafficked women, one a social worker and one is an observer, whose task is to trace the use of the specific tools and give feedback after the roleplay. Remember to remind the audience / observers of the [feedback guidelines](#).

The roleplay could take a minimum of 1 hour.

### Here is a list of other relevant exercises, which could be included in the training on human trafficking.

- [Convention jigsaw puzzle](#) – using the Palermo Protocol:  
This exercise works in depth with the convention text in order to operationalize it. NB: If the HRBA is not well-known to the participants, you should combine it with a presentation of HRBA and maybe another exercise from [Violence and Rights](#).
- [Non-Judgmental Approach](#) exercise:  
Trafficked women, not least sex workers, are subject to heavy stigma and discrimination. This perception might be at game for the participants as well, so it can be helpful to include this exercise, which challenges the prejudice the participants might hold against the women. Adapt it to the theme of trafficked women.
- [Bias and Barriers](#) exercises:  
If you feel it is relevant, this session has more exercises to address unconscious bias of the participants towards the target group. Can also be adapted to trafficked women.
- Self-care exercises (in [How to Take Care of Yourself](#)):  
As it can be very taxing to work with trafficked women, it is relevant to include exercises on self-care. This chapter holds a wide selection.
- [Tree of Life](#):  
This is a tool, which can be used in direct counseling work with trafficked women. The method is visual and personal and can support many different types of assistance, ranging from low-threshold services to therapeutic assistance.



## SUM-UP OF THE SESSION (5-15 MIN)

The purpose of the sum-up is to extract the most important learning points from the session as a whole.

When choosing your sum-up exercise, keep in mind that this theme can be very emotionally taxing to work with. Consider whether the participants most of all need to share their frustration and doubts, reflect silently over what they have learned or simply check out with one word and no further ado. Find inspiration in the [Daily Recaps and Evaluations toolbox](#).



## Identifying and reaching out to survivors of human trafficking

### SIGNS TO LOOK FOR IN ORDER TO IDENTIFY SURVIVORS OF HUMAN TRAFFICKING

Cases of human trafficking always include the three elements Act – Means – Purpose. The *act* is recruitment and (maybe) transport, the *means* is violence or different kinds of threats and the *purpose* is exploitation. These are signs to be aware of, which can indicate that a person is trafficked.

- General condition (injured, stressed, anxious, depressed or sad)
- Signs of malnutrition or fatigue
- Accommodation situation (cannot explain where she lives)
- Cannot describe a typical day
- Misses appointments, rushes home or cannot wait
- Often accompanied by someone, who also speaks in her place
- No identity documents or false identity documents
- Uses an alias / nick name – or maybe several ones
- Her phone rings all the time
- The stories appear fabricated, sometimes with long periods not mentioned / explained
- Another person arranged her trip from the home country and paid her ticket
- Fear of authorities
- Fear of deportation
- Works, but does not have any money
- Large debts to repay
- Works under someone's orders
- No access to medical care
- Uninformed about her rights and help services

### TIPS FOR REACHING OUT TO SOMEONE WHO MIGHT BE TRAFFICKED

**Remember: Trafficked women have reason to be suspicious towards strangers. Therefore, it takes time to build trust.**

- Greet the person every time you see her – build a relationship step by step
- Introduce yourself
- Ask if she needs any help
- Ask if she has her passport
- Give her a phone number for a helpline or service
- Respect rejection – have patience and come back some other time
- Always be discreet so you do not put her at risk by talking to you





## Cases of human trafficking?

**Work in groups. Read one case at a time and discuss among you whether or not it is a case which can be identified as human trafficking. If you think it can, identify the Act – Means – Purpose of the case.**

### **CASE 1: CARMEN**

Carmen came from a poor background. She was 53 years old, originally from Brazil, and she had three children and a grandchild. The mother of her grandchild was very ill, so Carmen provided for the child.

Carmen worked in a small shop, and she also took an extra job as a hairdresser to make ends meet. When she was fired from the shop, it became very difficult for her to manage.

Carmen knew a woman, who was living in Denmark with a Danish man. She suggested that Carmen come to Denmark with her to work as a housekeeper. Carmen accepted the offer, hoping it could improve her family's financial situation.

When she arrived in Denmark, she started working in the house, but soon it became clear to her that she was also supposed to provide sexual services to the husband and other men, who came to the house. She was not able to resist, because the woman, who asked her to come to Denmark, knew her family back in Brazil and threatened to hurt them. She was also afraid of the husband, who was a criminal and had many connections in the criminal environment.

She was increasingly moved around between different places and worked non-stop. She was only allowed to keep a small part of the money she earned.

### **CASE 2: MILENA**

When Milena was 20 years old, she started using drugs. Her family was shocked and angry, the conflict escalated, and she was thrown out of her parents' house. Her boyfriend left her, and she felt more than anything that she needed a fresh start.

One day, she met a man, who offered her to come to Germany and work in prostitution. He told her she could make very good money there. Milena was tempted and thought about how she could become financially independent and live the life she wanted.

In Germany, she was placed in an apartment with three other girls, and she started working as an escort. A woman, she trusted as a friend, drove her around to meet customers. It was always old men, whom she found very unattractive.

The deal was that Milena would get half of the money she earned. But she found a way to perform extra services, and keep the extra money to herself.

Her pimp asked her for more and more money, and one day she was told she owed him a very large amount. She got angry, but could do nothing, because she was afraid of the man, who was known by the police in her home country, Romania.

By coincidence, she got in touch with an NGO who helped her to free herself from the pimp. She continued working in prostitution, but independently, and made a lot of money.



**CASE 3: LILY**

Lily grew up in a loving, but very poor family in Thailand. She got pregnant at age 17 without being in a relationship. Her family helped her with the child, but it was hard to make ends meet, and when her father died, she decided to pursue a job as a dancer in a night club in the city. She knew many girls from her village who had left for the city, and some of them had been lucky enough to meet Western men and move to Europe or the USA. She also knew that dancing in a night club meant that you had to prostitute yourself. She was prepared to do it to be able to send money back to her family.

After six months working in prostitution, she met a man from Belgium. He seemed very nice, and he kept coming back a few times, before he finally asked her to come with him to Belgium as his wife. He promised her that they would bring her son as well, as soon as they had settled in their new home.

In Belgium, he started treating her disrespectfully. He did not allow her to leave the house, except for work and grocery shopping, and he denied ever having promised to bring her son. He threatened to beat her and send her back to Thailand, if she complained.

**CASE 4: MARY**

Mary from the Philippines knew a woman who worked in Lebanon, who offered her a cleaning job. She accepted because her son was ill and needed expensive medical treatment. She was told how much she would earn per month. Her friend planned and paid for her trip, and said that she could pay her back when she started working. Upon arrival, she found herself living in an apartment with her friend and her friend's boyfriend. She soon discovered that there was no cleaning job, but instead the boyfriend forced the two women to steal from shops. The items they stole, were sold on.

Mary witnessed her friend being beaten by her boyfriend, and she was very afraid of what he might do to her or to her family back home.

**CASE 5: CHANTAL**

Chantal grew up in foster homes in France. When she was 25, she met a man, whom she fell in love with. He came from another city, and she moved into his place.

After a short while, her boyfriend started suggesting they experimented sexually. He wanted to film her and invite other sexual partners into their relationship. Chantal was not interested, but she loved her boyfriend very much, and found it hard to refuse. He invited one of his friends, and she had sex with the friend.

He started filming them having sex, and asked her to wear sexy underwear and dance and strip in front of the camera. She felt a bit uncomfortable, but she agreed because it satisfied him.

She found out that he shared the videos in online groups. She confronted him, but he beat her and threatened her that he would reveal them widely on social media if she complained. He took her keys and her phone and started locking the door when leaving the apartment. He started bringing back random men that she should have sex with. She realized that the men paid him well. He kept filming her, and started selling the videos as well.

# VIOLENCE AND NORMS

## TARGET GROUPS

Staff at shelters and related services / all people

**V**iolence and Norms provides the foundation for understanding the underlying circumstances that make men's violence against women possible and accepted. The chapter deals with how norms define our values and guide our behaviour, how norms can be challenged and changed, and how we can use a norm critical approach when working with women exposed to violence – as well as any other minority. As such, Violence and Norms is a generally relevant chapter for all of us, whether in our professional or private lives. The chapter is constructed with a session on Norm Criticism first, followed by one on Masculinities and finally one on Violence and Myths. We recommend as a minimum to do the first session before either of the others, as norm criticism provides a very relevant foundation and perspective for working with the other two.

The theme of violence and norms can be relevant to different target groups, and therefore you can work with it in different ways on different levels. See more on the session front pages.

NB! When discussing gender norms, the binary perception of gender – man and woman – is in itself a norm, which places all non-binary genders in an outsider position. While challenging oppressive norms is relevant for all genders, this chapter will primarily focus on the two genders of man and woman, as the significant inequality between them has the most widespread relevance for the target group of this manual.

## LEARNING OBJECTIVES

This module will equip the participants to

- Identify, analyze and challenge harmful gender norms
- Discuss dominant masculinity norms, and suggest alternatives, which can benefit all genders
- Explain selected myths in the area of violence against women, and replace them with facts

## TABLE OF CONTENTS

### General background paper: Violence and Norms

Norms – gender equality – violence against women  
Social norms and gender norms

### NORM CRITICISM

#### Background paper

Norm change and norm criticism  
A few useful concepts

#### Handout

Cases for the norm break roleplay

### MASCULINITIES

#### Background paper

Patriarchy and traditional masculinity norms  
Masculinities and violence against women  
Changing masculinities – why and how?  
More interesting materials on masculinities and engaging men

#### Handout

Dilemma game

### VIOLENCE AND MYTHS

#### Background paper

Myths related to violence  
The myth of The Ideal Victim  
The Crime of Passion Myth

#### Handout

The Ideal Victim (illustration)

# BACKGROUND PAPER

## VIOLENCE AND NORMS

**A lot of efforts in the area of violence against women concentrate on protection and rehabilitation. But prevention is crucial to sustainable change, which is why working with norms is of great importance.**

### **NORMS – GENDER EQUALITY – VIOLENCE AGAINST WOMEN**

Research shows a connection between the level of gender equality in a society and the prevalence of men's violence against women: Countries with low gender equality have high levels of violence against women. Gender norms lie at the center of gender (in)equality – and therefore changing norms can have a preventive effect on violence against women.

This chapter builds on the assumption that if we can change traditional gender norms, *then* we can influence gender equality and *ultimately* prevent violence against women.

### **SOCIAL NORMS AND GENDER NORMS**

#### **Social norms**

Social norms guide the way we act and interact with others. They are a set of informal rules, which a group of people abide by. They can vary depending on contextual factors such as values and beliefs, living standard, etc. Disobeying social norms can have serious consequences, spanning from receiving attention to getting killed. Relative consequences also define which social norms seem to be set in stone, and which are more or less negotiable.

#### **Gender norms**

Gender norms is one category of social norms. We can say that gender norms are social norms related to gender. Gender norms dictate how we are expected to behave based on our gender. Most often gender norms are based on a binary understanding of gender, which, in itself, is a gender norm, urging us to identify as either a man or a woman. Diverting from that categorization is a very real risk in many countries.

Traditional gender norms express and support unequal gender relations, where the male gender is supreme, and any other gender holds an inferior position. Thus, women (and other genders) are in a disadvantaged position. The same goes for men, who do not fit the characteristics attributed to men by the dominant norm.

Read a lot more here, among others about how different academic disciplines understand norms: <https://www.alignplatform.org/about-norms>



# NORM CRITICISM

## ACTIVITY TYPES

Roleplay / trainer presentation / reflection and discussion

### SHORT DESCRIPTION

This session introduces the main concepts of norm and norm criticism. As such, it lays the foundation for the other sessions of this chapter. The participants will work with identifying, analyzing and providing alternatives to dominant norms, as well as reflect over how norms guide and affect human life.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Define social norms and gender norms
- Identify and analyze norms, which entail privilege, power imbalance and exclusion
- Challenge norms through a norm critical approach

### ADVANTAGES

Apart from fitting well with the other two sessions of this chapter, Norm Criticism can be combined widely with other elements from this manual. Firstly, thematically it is perfectly in line the session on [Gender Stereotypes](#). Secondly, it would work well to continue from this session to the session on [The Social Ecological Model](#), underlining how norms on a structural level affect communities, relationships and individuals. Finally, it combines very well with the session on [Bias and Barriers](#), which can help deepen the discussion of blind spots, privilege and exclusion.



2½-4 HOURS



10-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background paper on Norm Criticism as well as the general background paper for this chapter.
- Choose which norm break you want to exemplify during your welcoming of the participants and make the necessary preparations.
- Decide whether you want to use the cases in the handout or make your own. Print them.
- Prepare your presentation on Norm Criticism.
- Consider inserting an initial exercise of defining some ground rules, values and principles for the interaction and dialogue of this session. These should first and foremost include the principles of non-discrimination and non-judgment.

### Materials

- Flip chart paper
- Markers
- Pen and paper for the participants
- Perhaps a small selection of props for the roleplay

### Notes to trainer

Be aware of the following during the session

- Talking about our own norms (and related prejudice, privilege, etc.) can be difficult and sometimes vulnerable. Make sure to create as safe a learning space as possible, and be prepared to show your own vulnerability, in order to invite others to share their examples.
- Norms, and especially norm breaks and norm criticism, can be controversial. Be ready to take the necessary steps to maintain a non-discriminatory environment, should one participant overstep the boundaries of another.

## MORE INFORMATION

The following links to further reading can also be shared with participants, if relevant

**The International LGBTQI Youth and Student Organisation's Toolkit for working with norms. The toolkit includes a variety of exercises on norms and norm criticism, as well as an introduction providing definitions and explaining the concept:**

<https://www.iglyo.com/wp-content/uploads/2016/03/Norm-Toolkit-WEB.pdf>

**The ALIGN Platform has this educational read on norms:**

<https://www.alignplatform.org/about-norms>

# BACKGROUND PAPER

## **NORM CRITICISM**

**Social norms are a set of rules guiding the way we act and interact with others, and gender norms is one category of social norms. We tend to think of norms as stable and given, but in fact norms have always changed over the course of time, and as some norms are discriminatory and harmful, why not try to challenge and change them?**

### **NORM CHANGE AND NORM CRITICISM**

#### **Norm change**

Just like general ways of life change over time, so do norms. Some change easily while others, often those stemming from e.g. religious belief or a long history, are harder to change. Different things can spark a change in norms: legal change, technology, war, etc. Norms can change gradually over time or quite suddenly, e.g. sparked by rapid social change, as has been the case with the COVID-19 pandemic, where ways of socializing changed worldwide in a very short time.

Changes in gender norms are often opposed. As gender norms represent such an unequal distribution of power, reasons for resistance to change can often be found in a resistance to give up power. And much of the resistance to changes in gender norms has to do with (religious) beliefs and values producing and reinforcing rigid frameworks for how women, men, girls and boys should be and act.

#### **Norm criticism**

Norm criticism can spark norm change. The International LGBTQI Youth and Student Organisation (IGLYO) defines norm criticism to be:

‘a way of analysing and understanding norms and power structures as well as a tool for challenging and dismantling norms. By using norm criticism one can raise awareness of the privileges, power imbalances and exclusion that some norms create.’

Gender norms are such norms. Conservative, traditional gender norms create a significant power imbalance, which comes with expectations of men being powerful, tough, public and determined and women being submissive, gentle, private and indecisive. The foundation for violence is laid very early on when we treat boys and girls differently, and openly call them ‘real boys’ and ‘real girls’, when they act according to the norms. An example:



A boy plays violently, uses violent language and throws something at another child. It is very common to accept and excuse this type of behaviour by the child being a boy. Had a girl done the same thing, depending on context, she could either be corrected much harder and told that such behaviour is not suitable for a girl, or she could be commended for being a boyish girl. The second is interesting, as it shows how we also tend to praise what is perceived as masculine, while we tend to devalue the feminine. Just imagine the opposite: a 'girlish' boy, to most people, is more negative than a 'boyish' girl.

### The principles of norm criticism

A norm critical approach:

- Addresses the structures that support specific norms
- Refrains from focusing on individuals who break or conform to the norms
- Seeks to build awareness of how norms come about
- Open a dialogue about (negative) consequences of norms, including how they ascribe privilege to some while placing others in a vulnerable position outside the norms

## A FEW USEFUL CONCEPTS: BLIND SPOT, PRIVILEGE, DEVIATION, INTERSECTIONALITY

We all carry and reproduce norms, most often unknowingly. This can be because we are not aware of the norm, or because it does not affect us. Typically, when conforming to the norm, we can have a *blind spot*, where we do not even know that we are *privileged*. A good example is being white: Most white people are not aware of the discrimination and hardship facing people of colour, and some will even deny that it exists. When emojis first came out, most white people did not notice that they were white by default. Only later it became possible to change the emojis to other skin colours. This is an example of whiteness being constructed as the (superior) norm, and other skin colours being *deviant* from the norm, and as such inferior.

For gender, male is the norm, and female is a deviation. This was first coined by Simone De Beauvoir, who published *The Second Sex* in 1949. Today, we still talk of 'mankind', 'man hours', 'middle man', 'cave man', etc. Why are those not women or gender-neutral expressions?

If an individual or a group can be characterized by more than one such inferior or discriminated position, we speak of *intersectionality*. If a woman of colour is also lesbian and a single parent, she has more than one social categorization 'against' her, which can result in discrimination, both on the individual, relational and structural levels.

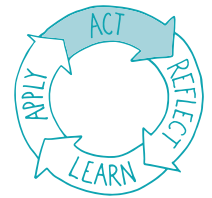
# FACILITATION PROCESS

## STEP BY STEP

### WELCOMING THE PARTICIPANTS: BREAKING A NORM (10-15 MIN)

When the participants arrive, make sure to greet all of them individually, and doing so in a way that deviates from the norm of how one greets. Just do it without commenting on it.

If shaking hands (by using the right hand) is normal, use your left hand. If not, maybe you can use an unusual word or expression, e.g. 'Howdy', or 'Good morning, your honour', or something else. You can also choose to not introduce yourself or to wear something controversial or in other ways deviant from the norm. Whatever you choose, make sure it is a clear, yet believable, norm breaker.



### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Give a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

After framing the day, move on to the next exercise, which follows up on your norm breaking welcome spectacle.



## BRAINSTORM AND DISCUSSION: WHAT ARE NORMS? (30-40 MIN)

Write **NORM** in the middle of a flip chart or on a whiteboard.

Now, refer to your own norm break in the beginning, and ask the participants how they experienced the way you welcomed them:

- Did they notice? What did they notice in particular?
- What did they think of your appearance / language / behaviour?
- How did it make them feel?
- How did it make them feel about you? (This is particularly useful if you do not know each other prior to the training)

Make sure that it becomes clear to all that social norms are behaviour which we expect, and norm breaks are behaviour which deviate from the expected.

Move on to the brainstorm: Write 'Shaking hands using the right hand' (or whatever your chosen norm break was) and ask the participants to come up with more examples of norms, writing them on the flip chart. If you want, you can spend time on categorizing the norms, in order to deepen the understanding of different types of norms. With or without categorizing, arrive to a plenary discussion of norms, using some or all of these questions:

- How do you feel about norms? Are they good, bad, neutral?
- What are the consequences of norms?
- In which ways are norms related to power?
- Which polarities can norms create?
- Can individuals transgress multiple norms at the same time? What happens then? (intersectionality)
- Do you know of (other) examples of intersectionality?

The purpose of this exercise is to make sure the participants understand what a norm is and become aware of the fact that norms define everything we do, and that they affect us in different ways.



## ROLEPLAY: NORM BREAK COMPETITION (45-75 MIN)

**This roleplay is a competition, where the winning team is the one, who is able to play most norm breaks. Make sure to have a prize for the winning team. Preferably something that can be shared.**

Depending on how many participants you have, this exercise can vary in time. You can choose to put more participants in each group in order to decrease the time.

- Explain the exercise to the participants:  
They will be given an everyday scenario and play it to the others. They should include as many norm breaks as possible into their play; e.g. if they have to portray a scene with a police chief, they can play that person as a woman or a man with a squeaky voice. This will constitute a norm break, as a police chief is normally expected to be a very masculine man.
- Divide the participants into groups of five. Not all have to play a role, but they have to prepare the play together.

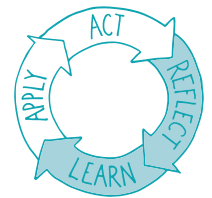
- Give the groups their case to play. You can give them a selection of cases, or you can give the same case to all groups. Find examples of cases in the [Handout](#)
- Give the groups 15 minutes to prepare their plays.  
NB! If you feel the groups need inspiration, you can insert a small brainstorm on which elements can be interpreted as norm breaks before the groups split out to prepare their role plays.
- Each group plays their piece in front of the audience, who have pen and paper at hand, and note down every norm break they notice.
- After all plays, points are given: Go through each play, and ask the participants which norm breaks they noticed. The winning team gets their prize.

NB! The roleplay cases can be interpreted differently, depending on who play them. Be especially aware of this if your participant group is very diverse, e.g. representing different nationalities or religious or social groups. This can provide for a very fruitful and interesting discussion of how norms vary and can be influenced.

## DEBRIEFING THE ROLEPLAY (20 MIN)

Do a debriefing of the roleplay exercise in plenary. You can use some or all of the questions below.

- Which things do we expect from the different scenarios?
- What actually happened in the roleplay instead?
- How did the actors feel while acting?
- How did the audience feel?
- What can we learn from this activity?



## TRAINER PRESENTATION: WHAT IS NORM CRITICISM? (10-15 MIN)

Do a presentation on norm criticism. Make sure your presentation includes a definition of what norm criticism is and what norm criticism does.

You can find more on norm criticism in the background paper for this session, the background paper for the chapter or via the links provided on the session front page.

Examples of what norm criticism does:

- Focuses on the norm itself, rather than the ones who breaks the norm
- Focuses on how norms affect people, and builds awareness of how norms form and change, and discusses how norms can split people
- Abstains from trying to make the norm followers unfollow, or push the norm breakers to obey the norms
- Looks beyond the norm – at the individual person
- Avoids creating false or oppressive expectations in the form of categories / boxes





## DEBRIEFING THE ROLEPLAY AND THE PRESENTATION (15-20 MIN)

**First ask the participants to reflect individually for a few minutes: With your presentation about norm criticism in mind, do they discover any new insights about the roleplay? Then, have a plenary discussion, using some or all of the following questions:**

- Does anyone want to share any thoughts about the roleplays we did earlier – with the concept of norm criticism in mind?
- What did the scenarios portrayed by the groups represent?
- Can you think of more norms, that could have been portrayed as a norm break?
- How can we use a norm critical approach in our direct meeting and contact with other people (at work and privately)?
- Which advantages and disadvantages do you see in a norm critical approach?

Make sure the participants reflect over consequences of norms, for those who do not fall within the boundaries of the norm. In case you detect blind spots among the participants, gently challenge those to open up the discussion – and hopefully the minds of the participant(s) in question.



## SUM-UP OF THE SESSION (10-15 MIN)

**The purpose of the sum-up is to extract the most important learning points from the session as a whole.**

Ask the participants to take time to note down 1-3 intentions they wish to take with them in their work / private life about norms and norm critical thinking.

If you have time, you can ask them to each share one. Especially, if this exercise marks the end of a training day, sharing intentions of contributing to norm change is a powerful exit.

Sharing can be done in many ways: Verbally, by standing in a circle, either taking turns chronologically, or Popcorn Style, where participants simply speak when they feel ready to. Or visually, asking the participants to write their intention on a large post-it and hang them all as an exhibition – reading them out loud or simply letting the participants read them silently.



## Cases for the norm break roleplay

### **CASE 1: POLICE STATION**

An old woman comes to the police station to report that her handbag has been stolen. She meets the police officer and explains what happened.

### **CASE 2: CHRISTMAS PARTY**

A large family meets for the yearly celebration of Christmas. They share a meal and talk about the year that passed.

### **CASE 3: SEXUAL HARASSMENT**

An intern at a large company requests a meeting with the boss in order to report sexual harassment at the workplace.

### **CASE 4: FAMILY CRISIS MEETING**

A teenager in a family reveals to the parents that he / she has a deviant sexual orientation.

### **CASE 5: GOLD SHOP**

An engaged couple comes to a gold shop to buy wedding rings.



# MASCULINITIES

## ACTIVITY TYPES

Trainer presentation / group work / pair work / film / brainstorm / reflection and discussion

### SHORT DESCRIPTION

This session explores the concept of masculinities – in plural. While there is typically one predominant masculinity norm, there are many alternatives, and this session looks both at toxic and healthy versions. Whether the participant group consists mostly of women or of men, they will all look carefully at the norms and themselves, through examining dilemma scenarios, language, inspirational TED talks, etc.

You can adapt this session to the participant group, be it gender equality specialists and / or violence prevention staff or participants, who have no prior knowledge of the field. You can design a training which aims to develop strategies for counter action against negative masculinity norms – or simply one that aims to raise awareness of the mere existence of masculinity norms and their negative consequences.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Identify negative masculinity norms and related negative consequences for both men and others
- Explain the connection between negative norms rooted in e.g. language, and repercussions on the individual and relational levels
- Identify and argue in favour of alternative, positive masculinity norms

### ADVANTAGES

Apart from combining well with the other two sessions of this chapter – Norm Criticism and Violence and Myths – this session combines very well with the session on [Gender Stereotypes](#). If you wish to dive deeper into the theme of privilege and blind spots, you can combine it with the session on [Bias and Barriers](#). Finally, as suggested in the session text, you can also use [The Social Ecological Model](#) to add a very relevant theoretical perspective to your masculinities training.



2½-4 HOURS



10-25 PARTICIPANTS



## PREPARATION

- Study and familiarize yourself with the background papers for the session and the chapter.
- Choose the exercises you will use.
- Watch the two suggested TED talks (find links below) for inspiration – and decide whether you want to include (some of) them in your training.
- Prepare the dilemma game exercise by reading through the cases in the handout and deciding how many and which ones you want to use. If you prefer, you can make your own case(s).
- Print the handouts.

## Materials

- Flip chart paper
- Markers
- Maybe post-its
- Sticky tack
- Pen and paper for the participants
- Handouts
- Sufficiently strong internet connection to be able to show the TED Talk(s), if you wish to do so

## Notes to trainer

Be aware of the following during the session:

- This session can play out in different ways depending on the composition of the group. The dynamics between participants of different genders is bound to play a role, as well as the relationship between the participants and their prior knowledge of the theme.
- Discussing (negative) masculinities can easily become a negative discussion around men. Be aware if this starts to happen and be ready to remind the participants of the principles of a norm critical approach, which you find in the [background paper on Norm Criticism](#).
- As a trainer, you are responsible for providing the best possible framework for a safe and comfortable learning space. You might consider including an initial exercise where the group formulates basic principles for the session (non-judgment, non-discrimination, solidarity, confidentiality within the training room, etc.).

## MORE INFORMATION

The following links can be used as an inspiration for you, as an integrated part of the session content and / or shared with the participants:

### **Jackson Katz' TED talk: Violence Against Women – It's a Men's Issue:**

[https://www.ted.com/talks/jackson\\_katz\\_violence\\_against\\_women\\_it\\_s\\_a\\_men\\_s\\_issue](https://www.ted.com/talks/jackson_katz_violence_against_women_it_s_a_men_s_issue)

### **Justin Baldoni's TED talk: Why I'm Done Trying to be Man Enough:**

[https://www.ted.com/talks/justin\\_baldoni\\_why\\_i\\_m\\_done\\_trying\\_to\\_be\\_man\\_enough](https://www.ted.com/talks/justin_baldoni_why_i_m_done_trying_to_be_man_enough)

# BACKGROUND PAPER

## MASCULINITIES

**What is a ‘real man’? How can one be ‘man enough’? What does it mean to ‘man up’? And not least, what does it mean not to be or do those things? When discussing violence and norms, the norms related to masculinity are essential.**

### **PATRIARCHY AND TRADITIONAL MASCULINITY NORMS**

Patriarchy is a social system which is as old as time itself, although there have been exceptions through history. A patriarchal system is one in which power is held by men, through cultural norms and customs that favour men and withhold opportunity from women (and other gender identities). We can speak of patriarchal societies, as well as patriarchal culture and sub-culture and patriarchal values within families and on the relational and individual levels.

Since men have historically been the bread winners of families, spending most of their time outside of the homes, women’s contributions have been carried out inside the homes, largely invisible to the public eye. This might be some of the root of the gender inequality that even today is reflected by significant pay gaps between men and women; women’s contribution has been ignored, as home maintenance is non-monetary and can therefore not be measured as easily as paid employment. Furthermore, presence in the public space has made it possible for men to take on the roles of decision makers on behalf of families, communities and whole societies. And once that power is won, it is not easily given up; the system upholds itself. Patriarchy and masculinity are about power and privilege.

### **Masculinities and violence against women**

Patriarchy values the traditionally masculine and devalues the feminine. This is part of the reason why it is difficult – and related to a decrease in value – for a man to display qualities traditionally related to the feminine, e.g. crying or wearing certain clothes or even certain colours. While many of us are consciously critical of patriarchy, we can still recognize an automatic response to traditional gender norms, which shows how deeply rooted this distribution of value between genders is, e.g. noticing – with some level of surprise or dislike – when someone deviates from the traditional norms of what is widely perceived as feminine or masculine.

With men being overrepresented at the top of society, they often feel superior to women, and misogyny – a dislike of or contempt for women – is fueled by the dominance of masculinity. Thus, violence against women is an effective way to maintain the dominant gender norms and its inherent power dynamics in society.

### **Changing masculinities – why and how?**

All gender equality work is violence prevention – this, in itself, is an obvious reason to seek to change traditional masculinities. But what (else) is in it for men?

Just like we tend to think of men as less of a gender than women, we also tend to think that men only win from traditional masculinity norms. However, this is not so: Traditional masculinity puts a remarkable pressure on men, including the duty to provide for the family, make all the difficult decisions (alone), always be strong and confident and never share doubts or feelings with other people.

This leaves many men insecure, lonely and with feelings of insufficiency and failure. Other negative consequences include men being hesitant to seek medical help, sometimes with fatal consequences, men being overrepresented in suicide statistics and experiencing a number of other limitations and challenges in their lives.

Therefore, engaging men in gender equality work and transforming masculinities is a win-win. All genders, including men, will benefit from joining forces, but it is important to involve everybody on equal terms. This is sometimes difficult, taking the history of women's emancipation movements into account, where women have challenged male dominance and continue to suffer severe blows and losses around the world. However, our firm belief is that if we cannot find ways to engage men as equal partners and work together, we cannot effectively put an end to gender inequality. Because as men are part of the problem, they are equally essential to the solution.

## **MORE INTERESTING MATERIALS ON MASCULINITIES AND ENGAGING MEN**

### **Promundo:**

[www.promundoglobal.org](http://www.promundoglobal.org)

### **MenEngage Alliance:**

[www.menengage.org](http://www.menengage.org)

### **DareGender:**

[www.daregender.dk](http://www.daregender.dk)

### **International Men and Gender Equality Survey (IMAGES):**

[www.imagesmena.org/en/](http://www.imagesmena.org/en/)

### **ABAAD:**

[www.abaadmena.org](http://www.abaadmena.org)

# FACILITATION PROCESS

## STEP BY STEP

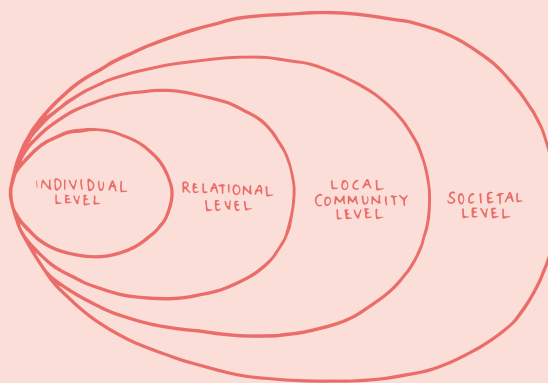
### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### HOW STRUCTURES – SUCH AS NORMS – AFFECT EVERYTHING

If you want to add another layer to this session, briefly introduce the [Social Ecological Model](#) to the participants in the beginning of the session and draw it on a flip chart or a board. Then, during the session, you can stop and fill in the things you talk about in the model. During the session, it will become clear how norms, in this case masculinity norms, affect all levels of the model.





## WARM-UP EXERCISE: YOUR LAST GENDER BASED OFFENCE (15-20 MIN)

This simple warm-up exercise will work best if your participant group includes both men and women, and it will then most likely show that women more easily can give examples of experienced gender based offences. It normally proves harder for men, which, in turn, shows that men in general experience less gender based offences, but also that men tend not to think of themselves as a gender. 'Gender' is typically taken to mean 'women' – or other genders.

- Ask the participants this question:  
When was the last time you felt offended based on your gender?  
Give them a couple of minutes to think about it.
- Hear some of the examples of gender based offences experienced by the participants.
- If you have both men and women among the participants, you will be able to reach the conclusions mentioned above. If you only have women, follow up the first question with these two, in chronological order:
  - Give me an example of a gender based offence which has happened to one of your female friends.
  - Give me an example of a gender based offence which has happened to one of your male friends.
 ... and you will be able to draw the same conclusions.

You can choose to end this warm-up exercise by showing the first 2½ minutes of the TED talk of Jackson Katz (see the session front page for a link). The talk is about how men, representing the dominant norm, gets erased from the conversation about gender, as if they were not relevant, as if they do not have a gender.

This is a prime example of gender privilege and a related blind spot – emphasizing the point which became clear in the exercise: Men are not thought of as a gender as much as women are.



## TRAINER PRESENTATION AND DISCUSSION: MASCULINITY NORMS (30-60 MIN)

**Make a presentation about norms and, in particular, masculinity norms.**

NB! Depending on how ready and able the participant group is to discussing this theme, you can use the presentation to merely scratch the surface and leave the main part of this discussion for a participatory process, or you can take that responsibility away from the group by including more of the material in your presentation.

Here is a list of things, which can inspire your presentation / participatory discussion. Please notice that much of it can be done as a brainstorm or other forms of participatory exercises:

- A definition of the concept of norms
- How some things fall within the dominant norm, and some deviate from the norm, thus falling outside the boundaries of the norm
- Examples of negative masculinity norms: machismo, never-failing confidence, decisiveness, dominance, silence, etc.
- Negative consequences of complying with dominant masculinity norms – for men? Women? Children? Other genders?
- Examples of expressions and wording supporting negative masculinity norms

You can choose to combine your presentation / discussion with the TED talks of

- 1) Jackson Katz (again), e.g. the first 5 minutes which include an example of how language shifts the responsibility for men's violence against women from the man to the woman.
- 2) Justin Baldoni, whose talk is titled Why I'm Done Trying to be Man Enough. It focuses on negative masculinity norms and how to change these.

Find links to both talks on the session front page.

## EXERCISE: MASCULINITY NORMS IN LANGUAGE (20-40 MIN)

**This exercise focuses on how norms are reflected in our language, and thereby deeply and unconsciously rooted in us. All languages will have expressions, grammar and words which support traditional gender roles. You can do this exercise with any theme, but here it is exemplified with masculinity.**



Linking back to your own mention of language in your presentation – or Jackson Katz' example – do a brainstorm on linguistic examples of negative masculinity norms.

- Let the participants work individually or in pairs first, finding as many examples as they can – in any language. They are allowed to use the method of their choice, e.g. search online dictionaries for expressions including specific words.
- Prepare a flipchart titled 'Masculinity in language.' Divide it into four parts (columns or squares, as you wish) and call them: 'Words', 'Grammar', 'Expressions' and 'Other.'
- Gather the participants' findings on the flip chart. You can let them write on post-its, directly on the flip chart or they can remain seated while you write their examples.

## DEBRIEFING THE EXERCISE (15-20 MIN)

**Discuss your findings on the flip chart, using some or all of the following questions:**

- How was it to find examples of masculinity in the language? Hard? Easy? Why?
- Looking at the result of the brainstorm, how do you feel?
- What do you think of these findings?
- What are the implications of these linguistic expressions of masculinity? For men? Women? Children? Others?
- How can these findings be challenged?



Be ready to add important points to the discussion, if the participants do not reach these conclusions by themselves:

- Language is an example of a very deeply rooted structure in society, and thus constitutes an unconscious, early learning for us all.
- Man is supported by language as the dominant gender.
- The pressure on and shaming of boys and men, who deviate from the norm, is rooted both within themselves and in society at large, making it difficult to feel at ease with an alternative masculinity.
- Language is needed to counter negative masculinities and oppressive masculinity norms – because language represents some of the root of the problem.

Do not erase or remove the result of the brainstorm; leave it visible throughout the session.



## EXERCISE: DILEMMA GAME (20-40 MIN)

This exercise is designed to make the participants reflect over their own relationship with and practice around masculinity norms. You find a selection of cases in the handout, but you are free to make your own cases, if you prefer.

- Divide the participants into groups of 3-5.
- Explain the exercise: The participants read the first case (maybe one group member reads it aloud to the others), and they discuss the case, using the suggested responses as a starting point. Then they move on to the next case. Urge participants to make notes of their most interesting discussion points.
- Distribute the handout and start the time. Inform the groups at half time.



## DEBRIEFING THE EXERCISE (15-30 MIN)

Have a plenary talk about the dilemma game experience, where you use some or all of the below questions. A good way to do this debriefing is to take one case at a time, and hear the input from different groups:

- What happened when you first read the case(s)?
- Which thoughts did the case(s) evoke in you?
- Which case did you find most challenging? Why?
- Which input from your co-participants were particularly useful for you?
- Did you change your point of view during the discussion of the case(s)? Why?
- Did you find any of the cases or the related discussions surprising? How?
- How can you relate these cases and discussions to your work or private life?
- Was there anything from this exercise that you can take into your life, doing things differently? Which ones? How will you go about it?



## SUM-UP OF THE SESSION (5-15 MIN)

The purpose of the sum-up is to extract the most important learning points from the session as a whole.

First, briefly sum up the elements you went through in the session. Let the participants think individually and make notes, and then – if you have time – hear them briefly. This can e.g. be done by everyone checking out in one word or one sentence (the one word / sentence being their choice of the most important learning) or something else.



## Dilemma game

### EXERCISE: DILEMMA GAME

#### Case 1: The dress

Your son of 7 years wants to wear a dress to school. He did it once and was teased by some other children. The teachers did not help him in that situation. Now, he asks to wear a dress again – what do you do?

- I don't do anything. He should not wear dresses, because he is a boy.
- I allow him to wear dresses at home whenever he wants – but it is better that he does not do it in public. I do not want him to get hurt.
- I support him in wearing what he wants, and I talk to him about how to stand his ground against the other children.
- I contact the school and inform the teachers of his wish and ask them to talk to all the students about accepting different ways of expressing yourself.

### EXERCISE: DILEMMA GAME

#### Case 2: The new manager

You get a new male manager of the department you work in. He gets very popular instantly, but after a few months, a close colleague shares with you that he has been giving her compliments about her looks. She does not feel comfortable about it. What do you do?

- I tell her to let it go. I think she should be flattered.
- We share it with a couple of other female colleagues and talk about how she can best avoid him in the future.
- I encourage her to talk to the staff representative or her union about how to handle this situation.
- I offer to go with her and inform his management about the problem. It should be addressed, and he should know this is not a place where he can act like this.



## EXERCISE: DILEMMA GAME

### Case 3: The police officer

You come home one day and find that your house has been broken in to. You call the police, and a police officer arrives. When you sit down to give him the details, you notice that he is wearing nail polish. What do you do?

- I hardly notice the nail polish at all.
- I find the nail polish a bit strange for a man, but it does not disturb my conversation with him. I feel confident that he is a skilled police officer, and that is what matters.
- I cannot ignore the nail polish, and it disturbs my conversation with him. I wonder what kind of man he is, and if he is able to catch the people who broke into my house.
- I find the nail polish to be a sign of a strong individual sitting in front of me.

## EXERCISE: DILEMMA GAME

### Case 4: The date

You go on a date with a man, whom you met online. He is very gallant, and insists on opening the door for you, pulling out your chair, paying the bill, walking you home and kissing you good night. How do you feel?

- I find his behaviour very manly, and I like all of it.
- I kind of like the old-fashioned gender roles, as long as we have interesting and equal talks, and I feel safe in his company.
- The kiss good night overstepped my boundaries, and although it was only a small kiss, he should have asked.
- I feel it is too much: Why does he assume that it is ok with me that he is taking charge of everything?

# VIOLENCE AND MYTHS

## ACTIVITY TYPES

Trainer presentation / group work / pair work / drawing exercise / reflection and discussion

### SHORT DESCRIPTION

This session introduces the concept of myths as well as a couple of well-known examples in the area of violence against women. The participants will identify myths, they know from their area of work, and formulate actions and arguments to challenge these myths.

### LEARNING OBJECTIVES

After the session the participants will be able to

- Explain the myths introduced in the trainer presentation
- Describe myths in their own area of work, and corresponding facts
- Discuss the negative effects of myths in their area of work, as well as potential solutions

### ADVANTAGES

This session is closely linked to the other two sessions of the chapter, especially that of Norm Criticism, and works well as a direct extension of that session. Furthermore, it could very well be followed by an exercise on how myths on the societal level affect individuals and relationships, using the [Social Ecological Model](#).

If it fits your participant group and its interest, you can use this session to work on a communications or policy effort. In this case, you can combine it with the session on [Advocating for Women's Rights](#).



2½-3½ HOURS



10-25 PARTICIPANTS

## PREPARATION

- Study and familiarize yourself with the background papers for the chapter and this specific session.
- Analyze your participant group, so you can design the details of the exercises (see the session text for more).
- Print the [Myths and Facts Cards](#).
- Prepare your presentation on myths.
- Print the handout.
- Consider inserting an initial exercise of defining some ground rules, values and principles for the interaction and dialogue of this session. These should first and foremost include the principles of non-discrimination and non-judgment.

## Materials

- Flip chart paper
- Markers
- Sticky tack
- Paper for the drawing exercise (A3 or flip chart)
- Pen and paper for the participants
- Handout: The Ideal Victim

## Notes to trainer

Be aware of the following during the session:

- This session introduces the theory of The Ideal Victim, including a drawing exercise on the ideal vs. the real victim. The use of the word 'victim' is generally not encouraged in this manual, but it is used here as it is the wording of the theory. However, if relevant to your participants, you can choose to use the word 'violence survivor' in the drawing exercise, or you can include a discussion of which words to use, and their implications. Please see the [background paper on Implementing a HRBA](#) for a discussion of the use of different words.

## MORE INFORMATION

These references to further reading can also be shared with the participants, if relevant

**Nils Christie: The Ideal Victim (1986), in:** Fattah (ed.) From Crime Policy to Victim Policy

**Jane Monckton Smith: Dangerous Relationships and How They End in Murder (2021)**  
– chapter 1 is about the Crime of Passion Myth

# BACKGROUND PAPER

## VIOLENCE AND MYTHS

**Myths are defined as widely accepted ideas or beliefs which are, in fact, false. They can be about everything: a useless cure that is believed to work or beliefs related to specific social categories. The latter can have very negative consequences for the individuals or groups representing these categories. Myths are contextual, so the relevance of a specific myth may vary. What can be a widely accepted idea in one part of the population or one part of the world, may not be so in another.**

### MYTHS RELATED TO VIOLENCE

Myths of specific relevance to violence against women relate to the categories of violence survivor and violence perpetrator, the severity and consequences of different types of violence and the dynamics of violence. Below are some typical myths in the Danish context:

- She must be weak, since she was not able to leave him
- It is probably not so bad, when she did not leave him
- She is a bad mother, since she was not able to protect her children
- A typical violence perpetrator is unknown to the woman
- He is a complete monster (how could she fall for him?)
- She has withdrawn the police report, because they became friends again
- She is not willing to cooperate, when she does not want to meet with him in person
- She is probably partly guilty, – maybe she provoked him?
- Physical violence is the most serious type of violence
- Children, who are not directly involved in the violence, will not be seriously affected

None of these beliefs are true, but they are widespread, and thus affect the response to domestic violence cases, resulting in survivors getting misunderstood and therefore often not receiving the help they need and are rightfully entitled to.

### The myth of The Ideal Victim

In 1986, the Norwegian sociologist and criminologist Nils Christie presented the theory of The Ideal Victim, defined as: 'a person or group of individuals who – when hit by crime – most readily are given the complete and legitimate status of being a victim.'

The ideal victim is the predominant idea of what characterizes a victim, and this myth influences the way we meet and treat real life victims, e.g. women who has been exposed to violence. The less they fit into the myth, the less likely we are to find them realistic and believable as victims, which, in turn, will affect the help they get.

The ideal victim is characterized by five attributes:

- The victim is weak
- The victim is carrying out a respectable project
- The victim is in a place where she cannot possibly be blamed of being
- The offender is big and bad
- The offender is unknown and in no personal relationship to the victim

Typically, women survivors of domestic violence do not fit the characteristics of the ideal victim. First of all, they are not in a place, where they cannot be blamed of being. They are in the home of the perpetrator and are often blamed for that (of course, believing that leaving a violent man is easy is another myth). Secondly, the perpetrator is not unknown to the woman and thirdly, he is typically not all bad, as their relationship often is complex, having started in a positive way. Last, but not least, the woman is not weak. In fact, she is often very strong, having endured violence, fear and pressure for a long time, managing to navigate this environment, protect her children, etc.

NB: Being weak enough to be recognized as a victim, and strong enough to claim her rights, is an inherent contradiction in this model, which puts the woman in a difficult situation.

### **The Crime of Passion Myth**

In brief, the Crime of Passion Myth provides an explanation and excuse for committing serious crimes, based on the loss of self-control of the perpetrator. This idea dates back several centuries and has been used to accept male jealousy as a legitimate reason for committing a crime, often femicide. It has been (and in some cases still is) reflected in several national legislations, resulting in a reduction in punishment.

From the research of UK professor Jane Monckton Smith, we know that the vast majority of femicides do not happen in a moment of loss of self-control. She has examined over 400 murder cases and interviewed many of the killers. Her work shows that the murders are carefully planned and carried out in cold blood. She claims that the survival of the myth of passion is due, not least, to the use of this claim by the perpetrators, who, contrary to the victims, live to tell their version of the story. And men who kill women often consciously use this explanation, hoping and expecting to avoid severe punishment: 'I just snapped'. According to Monckton Smith, however, 'killers do not snap and lose control.'

# FACILITATION PROCESS

## STEP BY STEP

### FRAMING: LEARNING OBJECTIVES AND PROGRAM

Start by giving a brief introduction to the learning objectives of the session and the different exercises you will introduce to the participants during the session.

Learning objectives and program should be visible to the participants. Hand-write them on flip charts or coloured paper and hang them so you can revisit them with the participants during and at the end of the session. Remember: Visual aids enhance the learning process.

### PREPARATION: SETTING THE SCENE FOR A DISCUSSION OF MYTHS AND FACTS (15-20 MIN)

**NB! The first step of this exercise is part of your preparation of the training room.**

This is meant as an introductory exercise, designed to zoom in the participants on the theme of myths, so do not invest time in in-depth discussions at this point.

Please see the Children and Violence session, for an [exercise on myths and facts about children and violence](#):

- Hang the [Myths and Facts Cards](#) in the training room, displaying the myth part of the cards.  
NB! Do not reveal to the participants that the cards have another part, which offer a correction of the myth in the form of the corresponding fact, e.g.

Myth: *'If the children have only witnessed the violence, but have not been beaten themselves, it is not so bad.'*

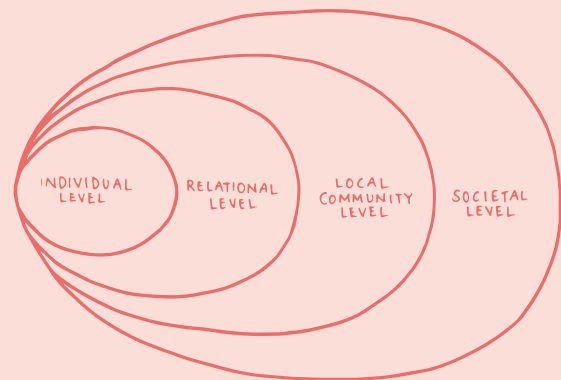
Fact: *'I cannot concentrate in school, because I spend all the time thinking about whether my dad is going to kill my mum.'* (Girl, 9 years)



- After having introduced the learning objectives and program (see above), attract the participants' attention to the text on the cards. Read them aloud or ask the participants to stand and read themselves.
- Have a short dialogue, using whichever questions you choose. The purpose is to get the participants to relate to the myths. Examples of questions:
  - Do you recognize these statements from your work or otherwise?
  - What do these statements make you think of?
- Then introduce the facts part of the cards and make sure all participants have understood that the first statements were myths, and that such myths can be problematic.
- Allow time for a short round of reflections and comments.

### HOW STRUCTURES – SUCH AS NORMS – AFFECT EVERYTHING

If you want to add another layer to this session, briefly introduce the [Social Ecological Model](#) to the participants in the beginning of the session and draw it on a flip chart or a board. Then, during the session, you can stop and fill in the things you talk about in the model. During the session, it will become clear how norms, in this case masculinity norms, affect all levels of the model.



### TRAINER PRESENTATION: MYTHS AND VIOLENCE (15-20 MIN)

**Make a presentation about myths, specifically related to violence against women or domestic violence, whichever is more relevant to your participants. You can find inspiration in the background paper for this session, which includes two specific myths:**

- The myth of The Ideal Victim (below is an exercise dedicated to this myth)
- The Crime of Passion myth

Also, you can include some other typical myths from your own context / area of work. The background paper also contains a list of examples from the Danish context. Maybe some of these are relevant for you as well.

## THINK-PAIR-SHARE: MYTHS I KNOW (30-60 MIN)

This exercise is intended for the participants to identify myths and formulate actions and arguments which challenge the myths. The exercise can focus either on the individual level, or it can be the first step of a larger organizational awareness raising effort to change misperceptions in the area of violence against women. Choose the scope that fits your participant group best, or allow for a combination, where the participants choose their own scope (personal or organizational)



- Ask the participants to work alone first, giving them 5 minutes to identify and note down as many myths as they can think of, related to violence against women.
- Then, ask them to each choose one of the myths they wrote down.
- Tell the participants to get together in pairs (or groups of three) and share their chosen myths. When they have each introduced their myth, they should discuss possible steps to challenge the myth, including a minimum of two arguments against the myth. This can be both on a personal level (e.g. I want to start speaking to my friends about the misperception that is this myth, by arguing that X and Y) or on a higher level (e.g. I want to start an policy effort in my organization, where we aim to replace this myth with facts in our community. Our main message will be X and Y).
- Finally, ask a few selected participants to briefly share their myths and related actions in plenary.

## DEBRIEFING THE EXERCISE (15-20 MIN)

Have a short debriefing, where you use some or all of the questions below. The purpose is for the participants to reach a feeling that it is possible to influence myths.



- How was it to list the myths? Easy? Hard? Why?
- How did it feel to select a myth and discuss how you can challenge it?
- What happened when you introduced your myths to each other?
- How did it feel to get the input of the other participants to your myth?
- How did this exercise relate to your daily work – or your life otherwise?
- What will you do to carry out the steps intended to challenge this particular myth?

## DRAWING EXERCISE: THE IDEAL VICTIM (30-45 MIN)

Be aware that the myth of The Ideal Victim might be more or less relevant in different contexts. If Christie's version is less relevant, you can adjust the exercise by asking the participants to first brainstorm over what constitutes an ideal victim (see Christie's definition in the background paper), while you write down the characteristics, they mention. Then do two rounds of drawing – or ask two groups to each make one drawing: 1) The ideal victim and 2) The real victim, meaning the one they most often meet through their work. If Christie's version is relevant, proceed with these steps:



- Divide the participants into groups of 2-5 persons. If the participants represent different nationalities or other groups, who differ in their understanding of an ideal victim, make sure to group participants accordingly, in homogeneous groups.



- Distribute the handout with the ideal victim. Also, hang a print of the handout somewhere in the room, or show it on a projector.
- Briefly go through the attributes of the ideal victim, and make sure all participants have understood the myth.
- Now ask the groups to discuss the real victim. That is, the actual attributes of the victims they know from their work. They should note down the attributes. Give them approximately 10-15 minutes to do so.
- Then ask the groups to make a drawing of the real victim, showing the attributes they have listed. Remind them to write the title 'The real victim' – or if you prefer 'the real violence survivor' (see session front page for an elaboration of this distinction).
- Finally, ask the groups to show and briefly present their drawings to the rest of the group.
- Hang all the drawings on the wall.



## DEBRIEFING THE EXERCISE (10-20 MIN)

Remain standing, looking at the drawings – and have a debriefing where you use some or all of the following questions:

- What happened when you began discussing the attributes of the real victim?
- How was it to come up with attributes for the real victim? Easy? Difficult? Why?
- Did you notice anything specific in the input from your co-participants?
- How do you experience the difference between the ideal victim and the real victim?
- In your opinion, what is the most significant difference between the ideal and the real victim?
- Which implications do these differences have? For the victim? For you? Others?
- Can you relate this exercise to your daily work? To other areas of life?
- Is there anything from this exercise that you can use in your daily work? In other areas of life? What and how?



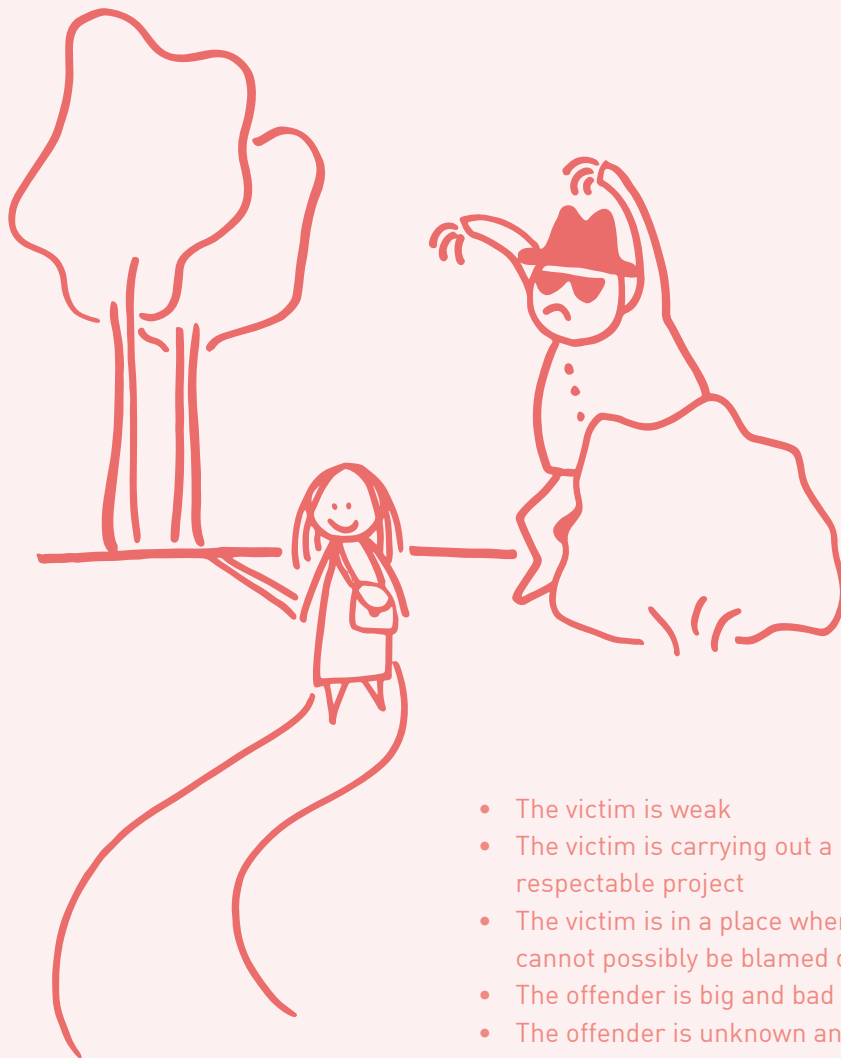
## SUM-UP OF THE SESSION (5-10 MIN)

The purpose of the sum-up is to extract the most important learning points from the session as a whole.

- Remind the participants of the main elements you have gone through in this session.
- Ask them to take a few minutes to think through them and identify the one or two most important points, they take with them from this session.
- Now pick a method for rounding off the sum-up:
  - Stand in a circle and let the participants reveal their chosen take-away in one word or one short sentence. You can take turns or do it Popcorn Style, which means the participants speak in random order, whenever they feel ready. If nobody starts, the trainer can make the first comment.
  - Ask the participants to simply write down their most important learning from the session – preferably accompanied by a related action they intend to carry out after the training.

# The Ideal Victim

[Christie, 1986]



- The victim is weak
- The victim is carrying out a respectable project
- The victim is in a place where she cannot possibly be blamed of being
- The offender is big and bad
- The offender is unknown and in no personal relationship to the victim



# EVALUATING TRAININGS

## WHY EVALUATE TRAININGS?

Many trainers can experience a lack of motivation when it comes to evaluation, and understandably so. Running a training, keeping track of participants' learning progress and making sure to always be one step ahead, is already demanding. And so, evaluating the impact of a training often becomes second priority.

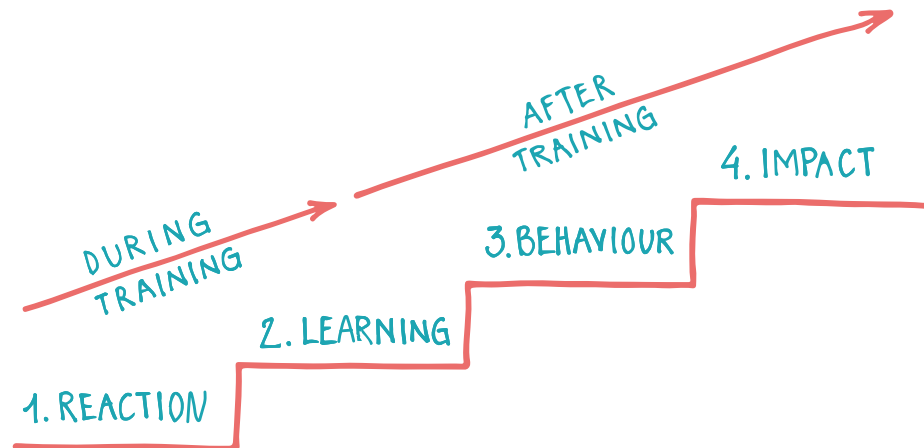
However, recognizing that evaluation can be one of the most powerful tools at your disposal when it comes to understanding the impact of your training, may give that extra bit of motivation to make evaluations an integral part of the course. Evaluations provide us with valuable information; it enables us to measure our own effectiveness as trainers and whether the training moved us and our participants closer to our goals.

### We evaluate trainings to

- **Find out if our trainings are making an impact**  
Did we do what we set out to do? Did our participants learn what we expected them to learn? Have they put their new knowledge and skills to use? Evaluation will tell us.
- **Show accountability**  
How can we let our organizations, donors, and participants know the outcome of the training and how it added value? Evaluation will tell us.
- **Share knowledge and experiences**  
How do our colleagues and partners, working in the same field as us, learn from our successes and mistakes? And how can we be transparent and include the participants in the results of the training? By sharing the conclusions from evaluations.
- **Keep up the motivation**  
How can evaluations add to our motivation as trainers? By seeing and feeling proud of the results we achieve. And by coming up with new design ideas to adjust and improve the training, based on evaluation results.

## WHAT DO WE EVALUATE?

One of the most commonly used methods for evaluating training and learning programs is The Four Levels of Evaluation originally proposed by Donald L. Kirkpatrick in 1959 and most recently updated in 2006<sup>1</sup>. This model suggests four levels of training measurements:



The evaluation process should move from level 1 and then through levels 2, 3 and 4. The data you collect from each prior level serves as the base for the next level's evaluations.

### Level 1: Reaction

At level 1 we evaluate the participants' immediate reaction to and satisfaction with the training content. This is the base level of training evaluation. Here you evaluate issues such as length and speed of the training, quality of the trainer, quality of the materials and most importantly, we try to measure the participants' overall impression of the training and its content. Without a positive level 1 result, it is unlikely we will get positive feedback on the other levels. If the participants are not happy with a training, they probably have not learned a lot either.

Questions you want to ask on level 1:

- Did the participants enjoy the training and was it a good use of their time?
- Did the training meet their expectations?
- Did the participants like the participatory training methods?
- Did they like the venue, facilities, accommodation?

<sup>1</sup>Donald L. Kirkpatrick and James D. Kirkpatrick, *Evaluating Training Programs: The Four Levels*, 3rd ed. (San Francisco, California, Berrett-Koehler, 2006).

How to evaluate on this level:

- [Daily recap exercises](#)
- End of Training Questionnaire

### Level 2: Learning

At level 2 we measure increase in the participants' grasp of new skills and knowledge resulting from the training, or simply put: Have the participants learned anything?

Questions you want to ask on level 2:

- Did the participants learn what was intended, according to the learning objectives?
- What is the extent of advancement or positive change in the participants?
- Were there any particular barriers to or promoters of learning?

How to evaluate on this level:

Evaluation on this level is often carried out by using exams, tests or quizzes after the training. However, there are other ways to find out whether participants learned something.

- **Observe and assess**

One simple way of finding out whether the participants are learning, is to make observations throughout the session, and ask them questions that make them reflect on and relate to the training content.

- **Pre- and post-testing**

For some trainings it can be helpful to make a before and after evaluation. The purpose is to find out what the participants know of the topics beforehand and then to establish how much they have gained from the training, afterwards.

- **Think-Pair-Share activities** (please see Evaluation Tools at the end of the chapter)

- **[Roleplays](#)**

Roleplays enable participants to practice a new skill or technique in a safe environment where it is allowed to stumble and also to fall. When using roleplays as a means to measure learning impact, it is a good idea for the observer to use a checklist. That way you can assess all participants according to the same standards.

### Level 3: Behavior

Level 2 can tell us what participants learned, but level 3 tells us if participants are actually using what they have learned. In other words, at level 3 we measure and analyze the changes in job behavior, as a result of the training, and to what extent the participants are applying their new skills when back at work. Level 3 evaluation takes place after the training has ended, possibly even several months later.

Questions you want to ask on level 3:

- Did the participants put their learning into practice once they returned to their work?
- Were the participants able to change their job performance and were the changes in performance sustained?
- Which influence do factors such as workplace environment, the support of managers and colleagues and the availability of on-the-job support have on the application of new skills and knowledge?

How to evaluate on this level:

- **Online survey**  
The Danner training project manager sends out an online evaluation survey some months after the training has ended. The evaluation focuses on questions relating to how well the participants are applying their new skills. One survey is sent to the former participant, and a similar one is sent to the manager.
- **Action plans**  
When implementing new learning, an action plan is a good tracking tool. The plan should describe which changes in job performance the participant intends to make, when and how. Action planning is encouraged throughout the manual, following specific exercises. But it is recommended to always end a training with a round of action planning. As a trainer, you can use these plans to follow up with participants, if you are to see them again.
- **Follow-up trainings**  
Scheduling the training so it has a minimum of two parts with an intermediate gap of maybe 2-3 months, provides an excellent opportunity for the participants to practice what they have learned in between trainings. Make sure to document the progress results.

#### **Level 4: Impact**

Level 4 measures the extent to which we can see tangible results in the form of organizational or structural change. Can we assess whether there has been an impact at the participants' workplace / organization / community as a result of the participant having been to our training?

Questions you want to ask on level 4:

- Which indicators do we want to set for measuring changes at the workplace level?
- Which connections can we reasonably make between the training and changes at the workplace?
- Which other factors besides the training outcome might influence any changes at the workplace level?

How to evaluate on this level:

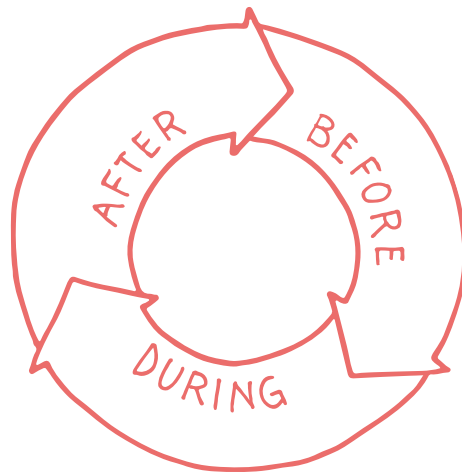
Tracking the impact on Kirkpatrick's level 4 can be very difficult. Isolating the positive influence of a training can be almost impossible. External factors also influence an organization's performance. Therefore, not all trainings need to be evaluated on level 4. Usually, you would only want to evaluate on this level if a majority of staff in a particular team has attended the same training.

- As is the case with level 3, Danner is in charge of evaluating on level 4. This can be done via online surveys sent to the respective managers, yearly tracer studies and focus group interviews with former participants, their colleagues and managers.

## WHEN DO WE EVALUATE?

The short answer is: we always do. Evaluation should be an integral part of the entire process surrounding a training. It can be helpful to view it as a continuous cycle, where each phase feeds naturally into the next.

### Cycle of evaluation



Here are some steps and tools to be used in the three phases, carried out in cooperation between the trainer and the Danner project manager.

#### Before

- Conduct needs assessment
- Agree on Memorandum of Understanding (MoU) and Terms of Reference (ToR)
- Define learning objectives
- Decide on evaluation methods and tools

#### During

- Conduct a session on sharing expectations on day 1
- Conduct small daily recap exercises
- Conduct full evaluation session at end of training, including End of Training Questionnaire
- Participants create action plans

#### After

- Write Training Evaluation Report
- Create online community for participants
- Trainer evaluation meeting with Danner
- Follow up on participants' action plans (e.g. 3 and 6 months)
- Interviews / surveys on behavior change with participants (e.g. 3 months)
- Interviews / surveys on workplace impact with employer (e.g. 6 months)



## EVALUATION TOOLS

Just as learning is an ongoing process, which continues long after a training has come to an end, so should the evaluation of a training be a process that takes place both at the start of a training, continuing throughout the training and after it has ended as well.

Below are some different evaluation exercises you can use during your training program.

**NB!** When doing verbal evaluation and feedback exercises, find a way to make notes in order to save the information. You can designate a note taker, or call for a coffee break right after the exercise and quickly note down what you heard.

### AT THE START OF A TRAINING

#### Sharing expectations (30 min)

It is a good idea to start any training by sharing expectations for the training. Most importantly, the participants get to express what they hope for learn during the training, but the trainer can also articulate expectations of what the participants will learn and how. For the trainer, this is also a good place to state what (s)he expects in terms of participation and engagement.

- Hand out two colors of post-its to each participant. One color represents hopes and another color represents worries.
- On the first post-it, ask participants to write all the things they hope to learn, achieve and gain from participating in the training. Emphasize that all hopes, big or small, are relevant.
- Then ask the group to do a second round, this time noting down all their worries. These could include concerns about the usefulness of the training, the methods of learning, long days in a class room, etc. They could also include external factors such as being away from family and home, returning to a heavy workload after the training, etc.
- Invite all participants to stand in a semi-circle around a board. Take a round where everyone in turn shares their hopes, reading from the note and then sticking it to the board. Proceed with a round of sharing worries or concerns.

**NB!** The trainer should share hopes and worries along with the participants. Remember to take a photo of the board after the two rounds and use them as a reference during the training. You can also return to them as part of the final evaluation of the training.

### DURING A TRAINING

Finding time to evaluate during a training can be hard, but prioritizing it is worthwhile. It gives you the opportunity to adjust the program as you go, and it motivates participants to voice their opinion. Use the [Daily Recaps and Evaluations toolbox](#) for inspiration, or use the exercises below. The exercises are only 15-20 minutes long and can be carried out with little or no preparation.

**Head, Heart and Hands (15-20 min)**

In this exercise the participants reflect and evaluate on three overall topics represented by:

- **The head** representing new knowledge gained from the day's activities, and questions participants would like answered.
- **The heart** representing new understandings and feelings experienced during the day.
- **The hands** representing acquired skills and things they plan to use in their work when returning from the training.

Make an evaluation form with three graphic icons representing head, heart and hands, and distribute one copy per participant. Ask them to reflect on the three topics and note down their thoughts. Give them e.g. 10 minutes. When they are done you can collect them or, if you prefer, make the evaluation open: ask participants to hang them on a wall and even do a short round of open reflection, if you have time. Repeat the exercise at the end of each training day.

**Think-Pair-Share (10-20 min)**

In a think-pair-share activity you pose a question, which participants first consider alone and then discuss in pairs, before sharing their answer or reflection in plenary. This exercise motivates participants who need a moment to think before they can answer, and also participants, who are not comfortable talking in bigger groups.

The question could either relate to the reaction level, e.g. *"What motivated you about today's sessions?"* Or it could be a learning level question where you are analyzing the usefulness of a new skill or tool.

**AT THE END OF A TRAINING**

As you approach the end of your training program, it is time to conduct the final evaluation with your participant group. It is a good idea to give the evaluation its own time slot in the program, so you make sure to have enough time. 1 – 2 hours is sufficient to do a couple of evaluation exercises for a group of 15 participants.

**End of Training Questionnaire (20 min)**

The questionnaire is designed to fit all the different training designs we make. The questions are generic, covering methods of learning, course content, trainers and facilities. However, there is space to customize parts of the questionnaire a little by listing specific sessions or content themes you would like the participants' feedback on.

**Verbal Feedback (30 min)**

Some participants prefer evaluating a training by giving their feedback verbally. Perhaps they feel their writing skills are not strong enough, or maybe they just feel they express themselves better verbally. For all parties concerned, having a 30 minutes session where you allow an open space for talking about the training is an added value.

To focus the verbal feedback, make some headlines to guide the talk. You can choose to make the headlines about specific sessions, exercises or roleplays, which you would like some additional comments on. You can also match the headlines to fit the questionnaire choosing to elaborate on the questions listed there.

- Write down a headline or two or a couple of open-ended questions on the board.
- Ask participant to individually reflect on the headlines. You can ask them to formulate one key word or sentence that sums up their reflections.
- Start by asking them for their key word or sentence and write it up under the corresponding headline. This way you have notes, which you can use for writing your Training Evaluation Report. Let the participants elaborate on their answers.

**NB!** Be sure to emphasize to the participants that all their reflections are valid and will be well received. Also, instruct them to not comment critically on each other's reflections and mention that you will not comment either. It is important that participants feel safe to state their innermost opinions without worrying about counterarguments or criticism.

### **Written evaluation: Write a Postcard (30 min)**

To gather a little more in-depth and qualitative information, you can ask participants to imagine to write a postcard to a colleague from work. They should tell them about the training they are attending, specifically about what they have learned and what they are taking home with them to put into practice at their workplace.

Prepare the postcards in advance, drawing an outline of a postcard: Choose thick paper or cardboard, preferably colored.

You can use guiding questions for writing the postcards. These could be:

- What did I benefit most from in the training?
- What would I like to change / do differently back at work?
- What would I have liked to go further into during the training?
- Why would I recommend my colleague to join the next training?

After finishing writing, ask participants to turn the postcard over and make a drawing on the front page of the most important learning they got from the training. They also need to give the drawing a title, so you are sure of what particular aspect of the training the drawing refers to. Collect the postcards when completed.