



Republic of Namibia

Ministry of Health and Social Services

MANUAL FOR TRAINING COMMUNITY SURVIVOR SUPPORTERS





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Division: Social Welfare Services
Subdivision: Family Welfare Programme

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ISBN-13: 978-99916-835-2-2

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April 2007

F OREWORD

Domestic violence is widespread in Namibia and occurs in every kind of household. A study of domestic violence in Namibia revealed that it occurs among the rich and poor, in every ethnic group, among people with all education levels, and in both rural and urban areas. Other studies have shown that physical abuse takes place in a spectrum of relationships – in marriage and more casual relationships. Survivors of this type of abuse in Namibia are found in a wide variety of educational and income levels.

The survivors of domestic violence in Namibia are predominantly women and the perpetrators are predominantly men. Most of the perpetrators are persons known to the survivors, such as their boyfriends or husbands.

Research in the field of domestic violence revealed that domestic violence is the most underreported crime. Survivors of abuse choose to seek help from informal networks such as neighbours, friends, traditional authorities and relatives.

The Directorate Developmental Social Welfare Services within the Ministry of Health and Social Services contracted a consultant to develop a training manual for community survivor supporters who can support the Woman and Child Protection Units throughout the country.



Dr Richard Nchabi Kamwi, MP
MINISTER



PREFACE

The Ministry of Health and Social Services is seeking ways to improve outreach and support services to survivors of abuse. There is need for aggressive social mobilisation and education to communities and child protection. The Directorate Developmental Social Welfare Services which is responsible for social welfare services to survivors of abuse is challenged with a shortage of social workers and trained counsellors and therefore recognises the important role community members can play in supporting the Woman and Child Protection Units at community level.

This training programme for community survivor supporters aims to enhance the effectiveness of those community members identified by their communities and trained as supporters. This training manual includes the psychosocial elements of support work, an introduction to basic counselling, assertiveness, the definition of gender and how gender stereotyping contributes to violence.

The manual also covers the legislative framework in Namibia that protects the rights of all survivors of abuse.

I wish to acknowledge and extend my gratitude to Ms Anne Rimmer, Gender Research & Advocacy Project, Legal Assistance Centre, Dr Gudrun Kober and Ms Nicole Steinbach, PEACE Centre, Ms Rosa Namises, Women's Solidarity Namibia, Ms Dianne Hubbard, Gender Research & Advocacy Project, Legal Assistance Centre, Ms Veronica Theron, Ministry of Health and Social Services, Ms Batseba Katjuongua, Director of Developmental Social Welfare Services, Ms Celia Kaunatjike, UNICEF, Chief Inspector Shatilwe, Woman and Child Protection Unit and Nicky Marais.

Lastly, sincere gratitude to UNICEF who provided financial assistance which made the existence of this valuable manual possible.



Dr K. Shangula
PERMANENT SECRETARY

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GUIDELINES
for using
this Manual
and
SCHEDULES
for
Weeks
1 & 2

GUIDELINES FOR USING THIS MANUAL

Objectives of this training course:

- Enable participants to start functioning as Community Survivor Supporters.
- Create awareness of the role and responsibilities of Community Survivor Supporters
- Equip participants with knowledge and skills needed to fulfil the role of a Community Survivor Supporter:
 - ▶ Gain knowledge about a number of relevant laws and how these may be applied
 - ▶ Learn assertiveness skills
 - ▶ Practice and develop some basic counselling skills
 - ▶ Gain awareness of cultural issues including gender roles and stereotypes, and their contribution to violence

Participants in the training course:

The following criteria should be applied for selecting participants:

- A willingness to undertake on-going training and to participate in the support and supervision programme arranged by the stakeholders.
- A willingness to give time, commitment and the emotional energy involved in long term support of survivors
- Being willing to respond to calls in 48 hours
- Honour confidentiality of clients
- Willingness to constantly inform themselves about other service providers and establish co-operation with them
- Work with the Woman and Child Protection Unit (WCPU) and other relevant organisations
- Active involvement in community activities and/or support groups will be a recommendation

Facilitators in the training course:

- It is VITALLY IMPORTANT that the facilitators have knowledge and experience of the modules/ exercises they facilitate, eg knowledge and experience of counselling and of group processes!
- The facilitators should be able to speak at least English, Afrikaans and ideally other local languages.

Notes to the facilitators:

- Two – four facilitators are recommended to carry out this programme, who have these different specialisations so that they can share their expertise and the workload.
- Facilitators **MUST** read through the whole Manual before commencing the training. Invitations to panel members, handouts and presentations need preparing.
 - ▶ Highlighted boxes indicate notes for the facilitator.
 - ▶ “...” and **bold** indicates what the facilitators are to tell the participants.
 - ▶ Handouts mentioned as materials can be found at the end of each module they belong to.

- Although this Manual is presented in different modules, the order of the modules should not be changed because they rely on the build-up of skills and knowledge.
- It is recommended that the facilitator should encourage participants to change their seating order at least every two days.
- It is also strongly recommended that the small working groups should NOT consist of the same people every time.
- Be aware that some of the content and exercises may have an impact on participants who have experienced domestic or other forms of violence. If a participant appears upset, gently offer to speak to them during the next break – or ask one of the other facilitators to do so.
- Refreshers which are described in detail during the first week need to be exactly at this point of time during the training course because they are linked with the content of the previous or succeeding modules. The authors have indicated later on when a refresher might be required. But facilitators need to check the energy levels of the participants frequently to determine if a need for a refresher arises.
- During the second week's modules, energisers and relaxers have not been inserted. The facilitator should check the energy levels of the participants frequently and ask them to suggest energisers and relaxers or repeat favourites from the first week.
- When the second week's modules require role plays, always make sure that participants in the role of a Community Survivor Supporter continue to use their basic counselling skills developed during week one and not just fall into a habit of simply offering information right away!

SCHEDULE FOR WEEK 1

TIME	DAY 1	TIME	DAY 2	TIME	DAY 3	TIME	DAY 4	TIME	DAY 5
08h00	Introductions	08h00	Recap	08h00	Recap	08h00	Recap	08h00	Recap
		08h15	Emotional map	08h15	Basic counselling skills I: mind map	08h15	Talking about the objects from the free afternoon	08h15	Assertiveness I: what is assertiveness?
				08h20	Relaxing: winking game				
08h45	Objectives & overview of the training			08h30	Basic counselling skills II: active listening	08h30	Practising basic counselling skills		
09h05	Group rules & housekeeping	09h00	Creating a list of feelings	09h20	Basic counselling skills III: feedback (intro)				
				09h30	Relaxing: picking oranges				
09h25	Expectations & fears	09h30	Becoming empathetic	09h40	Verbal feedback (overview)				
10h00	break	10h00	Break	10h00	Break	10h00	Break	10h00	Break
10h30	Role of a Community Survivor Supporter	10h30	Relaxing: expressing feelings non-verbally	10h30	Reflecting content and verbally expressed feelings	10h30	My safe space	10h30	Assertiveness II: choosing assertiveness and other behaviours
		10h40	Basic counselling skills I: empathy						
		10h55	Consequences of violence	11h30	Relaxing	11h00	How to enable survivors to mobilise resources and feel safer		
12h00	Relaxing: elephant & palm tree	11h40	Participants' experience in doing support work	11h35	Summarising				
				11h55	Non-verbal feedback			12h00	Assertiveness III: broken record technique
12h10	Ethical codes for being a Community Survivor Supporter	12h50	Relaxing: balloons	12h25	Distance regulation & setting limits	12h15	Relaxing		
						12h25	Formulating a plan of action		
13h00	Lunch	13h00	Lunch	13h00	Lunch	13h00	Lunch	13h00	Lunch

SCHEDULE FOR WEEK 1 CONTINUED

14h00	The experience of violence (film)	14h00	Bad counsellor, good counsellor	14h00	Basic counselling skills IV: questioning	14h00	Formulating a plan of action (cont)	14h00	End of day 5 ➡ free afternoon
		15h00	Overview of psychosocial elements of support work	14h20	End of day 3 ➡ leave afternoon free				
15h15	Break	15h15	Break			15h15	Break		
15h30	The experience of violence (film continued)	15h30	Creating safe spaces & meeting and greeting			15h30	Review & questions		
15h45	The experience of violence (discussion)								
16h15	Review/evaluation	16h20	Review/evaluation						
16h30	End of day 1	16h30	End of day 2			16h30	End of day 4		

SCHEDULE FOR WEEK 2

TIME	DAY 1	TIME	DAY 2	TIME	DAY 3	TIME	DAY 4	TIME	DAY 5
8h00	Review of previous week & preview of the week 2	8h00	Review	8h00	Review	8h00	Review	8h00	Review
9h00	Culture and gender	8h15	Domestic Violence Act I: types of violence and domestic relationships	8h15	Rape Act I: clarifying terms Rape Act II: definition of rape	8h15	Maintenance Act – key provisions	8h15	Panel of referral organisations
10h30	Break	10h30	Break	10h30	Break	10h30	Break	10h30	Break
11h00	What is gender? How gender stereotypes contribute to violence	11h00	Domestic Violence Act II: remedies under the law for domestic violence	11h00	Rape Act III: reporting rape in the community Rape Act IV: what to do if you have been raped	11h00	Laws to protect children – key points Referring survivors to other service providers	11h00	Combining your new skills
13h00	Lunch	13h00	Lunch	13h00	Lunch	13h00	Lunch	13h00	Lunch
14h00	Married Persons Equality Act I: understanding different types of marriages	14h00	Domestic Violence Act III: domestic violence situations – what can be done?	14h00	Vulnerable witnesses in court I: provisions under the law	14h00	Record keeping	14h00	Review of objectives and expectations & evaluation
15h15	Break	15h15	Break	15h15	Break	15h15	Break	14h45	Presentation of certificates, signing of contracts & close
15h30	Married Persons Equality Act II: key provisions of the Act	15h30	Domestic Violence Act IV: counselling survivors of domestic violence	15h30	Vulnerable witnesses in court II: assisting vulnerable witnesses	15h30	Counselling experience - what would you do differently?		
16h30	End of day	16h30	End of day	16h30	End of day	16h30	End of day	15h15	End of day

WEEK 1

08h00 – 08h45 INTRODUCTIONS

Objectives:

- Facilitators and participants start getting to know each other.
- Each person gets a sense that s/he is important.
- Starts building group cohesion.
- Participants get a first experience of what it is like to really listen to others and to be listened to.

Materials: none

Time: 45 minutes

Participants are divided into pairs with all the facilitators, except one, also participating in the pairs.

“Each of you please tell the other your name, something about your family and where you are from. After this we want you to tell your partner about one thing in your life that you are really proud of. Both of you should talk for only three minutes. While one person talks the other should listen in an interested manner! The only question you may ask is: ‘Can you tell me more about that?’ Try to listen carefully because after this each one is to introduce the other to the large group.”

After the exercise the facilitator gathers the participants together in the large group and everyone has to introduce his/her partner in as much detail as possible. Thereafter the group should be asked the following questions:

- **“What was it like for you to talk/listen in your pair?”**
- **“What was is like for you to be introduced by the other to the rest of the group?”**

“The reason why we have chosen to do the introduction in this way is that listening is one of the most important parts of doing survivor support work. Therefore, you will do a lot more listening practice throughout this training.”



08h45 – 09h05

OBJECTIVES AND OVERVIEW OF THE TRAINING COURSE

Objectives:

- Provides structure and a sense of “where this is going” thus giving a sense of security to the participants.
- Participants can identify more with the programme and thus feel more motivated.

Preparation: schedule for the current training day written on a sheet of flip chart paper

Materials: flip chart, flip chart paper, markers, prestik

Time: 20 minutes

“The objective of this training is to enable you to start functioning as Community Survivor Supporters. Thus you will get to know what your role as a Community Survivor Supporter will be and you will be equipped with the knowledge and skills needed to help you do this work:

More specifically you will gain knowledge about a number of laws which will help you to provide accurate information to the survivors you will be working with. You will learn the skills of being assertive so that you will be able to effectively support a survivor in his/her interactions with institutions such as the magistrates court or the police and in interactions with the perpetrator and his/her family. Finally you will have the chance to practice some basic counselling skills, which will enable you to listen actively and effectively to a survivor, gather the needed information from survivors and assist them to develop a plan of action for the future.”

The facilitator gives an overview of the training (snapshots!) as a whole and the current day.

- ➡ The schedule for the day should be written down on a sheet of flip chart paper and be hung somewhere where everybody is able to see it.

09h05 – 09h25**GROUP RULES & HOUSEKEEPING****Objectives:**

- Participants are committed to the rules because they are their own.
- Provides a framework within which participants can operate safely.

Materials: flip chart, flip chart paper, markers in different colours, prestik**Time:** 20 minutes

A boundary agreement should be set up by the whole group. This agreement serves as a guideline for the way the group should operate. This guideline should be written down on flip chart paper and pinned to a wall where everybody is able to see it through the whole training.

“Now that we know each other a little bit better there is another important thing to do. Each group needs rules about which behaviour is accepted and which is not. Therefore we want you to think about which rules should be set up for our group.”

This exercise may be done in two steps. First, the facilitator collects the rules participants can think of. Second, the facilitator asks participants which of them are important for the current setting. Only these will be part of the actual list.

RULES THAT SHOULD BE INCLUDED:

- Respect one another
- Listen when another person is speaking
- Co-operate
- Attend all sessions
- Participate actively
- Maintain confidentiality/privacy
- Group members are not forced to participate in any particular exercise
- Importance of responsibility and honesty
- No “small meetings” ➡ if any questions arise ask them in the whole group
- Agree on logistical details eg timing of breaks, smoking, cell phones

09h25 – 10h00**EXPECTATIONS AND FEARS****Objectives:**

- Participants become aware of and reflect on what they want and their concerns.
- Participants begin to get the sense that “where they are at” is important.
- Creates a sense of commitment to and ownership of the training course.
- Facilitators get more information from the participants.

Preparation: two headings: “Expectations” and “Fears” on two different cards in two different colours.

Materials: cards, flip chart, markers in two different colours (one for fears, one for expectations), 2 cards each for each participant, prestik

Time: 35 minutes

“Now let’s have a look at what you are expecting from this training.”

Facilitator asks large group and gives them about 10 minutes to think about their answers:

- What motivated you to participate in this training?
- What are your expectations for this training?
- What do you fear might happen in this training?

Ask participants for their feedback.

Long answers should be shortened by the group members. Facilitator might use the following questions:

- Can you summarise what you just said in two or three words?
- If the person asked does not know, ask if anyone is able to help him/her?

If participants give vague answers like

- “To become a good counsellor.”
- “To fail the training.”

facilitator should ask them to be more specific!

“We want each of you to tell us about your biggest expectation and your biggest fear.”

➔ These should be written down on cards by the participants. At the end there will be two cards for each person stating one expectation and one fear for that person.

SOME OF THE ANSWERS FOR EXPECTATIONS MIGHT INCLUDE:

- gain knowledge
- learn more about survivor support work
- learn how to approach troubled people
- know more about the rights women have
- learn how to listen

SOME OF THE ANSWERS FOR FEARS MIGHT INCLUDE:

- training will be tiresome
- my academic standards may not be adequate
- my skills will not be enough to participate successfully

- ➡ The cards stating the expectations should be grouped together under the heading “expectations” and the cards stating the fears under the heading “fears”.
- ➡ These cards are then to be pinned on a wall where all participants are able to see them. They are asked to check from time to time if their expectations are met during the training. If not, then participants are asked to tell the facilitator.

The collected expectations and fears are reviewed on the last day to check whether the fears were reduced and the expectations have been met.

BREAK: 10h00 – 10h30

10h30 – 12h00**ROLE OF A COMMUNITY SURVIVOR SUPPORTER****Objectives:**

- Participants get a clear understanding of their role as a Community Survivor Supporter and hence become more secure about it.
- Participants have a basis to decide whether they really want to be a Community Survivor Supporter or not.
- To provide a framework within which the material to be covered in the rest of the workshop will make sense.

Preparation: cards with key words about the role of Community Survivor Supporter, list of guidelines on overhead transparency

Materials: overhead projector, handout “The Role of a Community Survivor Supporter”

Time: 1 hour 30 minutes

“Now we have talked about your expectations and what rules should be set for our training, let’s look at some guidelines that will direct you when you do your work as survivor supporters. These guidelines are based on the ideas of some social workers and Woman and Child Protection Unit commanders and survivors of violence. Some of these people also have a lot of experience in support work.”

The facilitator shows participants cards with key words (see below), which refer to what they will be expected to do as Community Survivor Supporters. There is also a question written on each card which is connected to the key word:

- **Provide support** – What kind of support can you think of that a survivor might need?
- **Keep records** – What do you think should be included in survivor records and why do you think it is important to keep records?
- **Doing referral and follow-up:** What sorts of referral and follow-up do you think would be required?
- **Uphold ethical standards:** What do you understand by the term ethical standards and can you think of two examples?
- **Ongoing training** – What training do you think would be important?
- **Maintain confidentiality:** What does this mean and why do you think this is important?

The large group is then divided into subgroups of 4-5 people. Each group is given two cards to think about what is meant by the key words and to answer the questions. The group work should not take more than 10 minutes.

➔ The subgroups then present their results to the large group.

If appropriate, results could be discussed in a way that relates to the expectations participants have.

After the discussion the facilitator shows the participants the list with criteria for the role of a Community Survivor Supporter (overhead transparency) and **distributes the handout “The Role of a Community Survivor Supporter”**. While quickly going through the list, the facilitator should link the explanation to the preceding discussion.

In connection with point 5 (referring to other organisations) and point 9 (undertake ongoing training) the facilitator should mention the following:

“Improving self understanding also means understanding what your limitations are and recognising when you do not have the necessary skills, knowledge or position to go on working with a survivor or in which instances you need assistance from someone else or from another institution. By recognising your limitations you are also taking care not to overstretch yourself. This is a very important aspect of caring for yourself. Caring for yourself will be essential as a Community Survivor Supporter because you will be working with people who have many needs and difficulties and they may have high expectations of you.”

“During the course of this workshop we will be doing many exercises which will enable you to carry out the tasks which you as a Community Survivor Supporter are expected to do. However some of the tasks like establishing cooperation with other service providers will require that you take the initiative when you return home to your community and/or group.”

The Role of a Community Survivor Supporter

1. Provide support to survivors who come to you directly or who are referred to you from the WCPU. This support may include the following:
 - 1.1. Listening to the survivor's concerns and ensuring that you understand what her/his situation is
 - 1.2. Discussing with the survivor what kind of support s/he needs from you or from other organisations
 - 1.3. Providing information about relevant laws and ensuring that survivors know their rights according to those laws
 - 1.4. Recognising when the survivor needs to be referred to other organisations or people e.g. a social worker, medical doctor
 - 1.5. Going with a survivor to the relevant authorities who can help her e.g. the magistrate's court if s/he wants maintenance or a protection order, Woman & Child Protection Unit if s/he wants to lay a charge
 - 1.6. Ensuring that the survivor's needs and concerns are taken seriously and responded to by the relevant authorities
 - 1.7. Assisting the survivor to fill in forms if required
 - 1.8. Preparing survivors for court hearings and being prepared to support them in court.
2. Be willing to respond to requests for support as soon as possible and usually within 48 hours.
3. Keep records on the survivors seen and the actions taken.
4. Follow up cases and liaise with WCPU where appropriate; this includes providing support to the WCPU – for instance checking whether perpetrators are respecting and acting in accordance with protection orders served.
5. Refer survivors to appropriate organisations where they can obtain further assistance. Ensure that the survivor is properly attended to by people in that organisation.
6. Follow up with the survivor to learn the progress of the case.
7. Uphold ethical standards.
8. Keep informed about other service providers and establish cooperation with them.
9. Undertake ongoing training, work to improve self-understanding and participate in the support programme for Community Survivor Supporters
10. Keep complete client confidentiality, and confidentiality about WCPU/police investigations in progress.
11. Sit as a member on WCPU Management Committee in the different towns (this may not be necessary for everybody).

12h00 – 12h10**TIME FOR RELAXING – ELEPHANT AND PALM TREE****Objectives:**

- Reactivate energy and relax.
- Enhance group cohesion.

Materials: None**Time:** 10 minutes

“Before we examine your role as a Community Survivor Supporter in more detail we will do a little energising exercise. Please form a circle in the middle of the room. One of you please stand in the middle of that circle. When this person points at one of you and shouts either “elephant” or “palm tree”, the person pointed at and the two people at his/her right and left side have to take the correct positions.”

- The positions for the elephant are:
 - ▶ The person pointed at will be the elephant’s head with the trunk.
 - ➡ The person representing the elephant’s head and trunk bends the knees at a 45 degree angle, presses the hands together with palms touching and stretches both arms out straight in front of him/her. The head is bent between the upper arms.
 - ▶ His/her “neighbours” will be the elephant’s ears.
 - ➡ The neighbours use their arms to form a half open circle as if holding a big ball in their arms. The neighbours bend in the waist and point their rounded arms towards the “elephant’s” head and trunk to form the ears.
- The positions for the palm tree are:
 - ▶ The person pointed at will be the trunk of the tree.
 - ➡ The “trunk” stretches his/her arms above his/her head and waves the hands.
 - ▶ His/her “neighbours” will be the branches.
 - ➡ The “branches” lean to either side, away from the “trunk” with arms outstretched and hands waving. In other words, the neighbours bend in the waist and lean the shoulders away from the person in the centre.



While explaining the different positions it is necessary that the facilitator demonstrates the positions!

12h10 – 13h00

ETHICAL CODES FOR BEING A COMMUNITY SURVIVOR SUPPORTER

Objective:

- Participants gain an understanding of what ethical standards are and why they are important for their future role as Community Survivor Supporter.

Preparation: list of ethical codes on overhead transparency

Materials: overhead projector, handout “Ethical Codes for being a Community Survivor Supporter”, handout “Ethical Codes Being Violated”

Time: 50 minutes

“Since the people who will come to you for assistance will be very vulnerable people, it is important to have some ethical codes for being a Community Survivor Supporter.

Ethics are rules, regulations or moral principles that must be followed by helpers while dealing with survivors, other helpers and helping institutions. They influence the behaviour of the helpers towards the survivor and other people involved in helping.”

Ask:

- **“What ethics do you think are important for being a survivor supporter?”**
- **“Why do you think they are important?”**

If participants have difficulties answering these questions, the facilitator might need to give an example of ethics, like:

“One ethical code in doing support work is honesty. It means that you have to be honest to the people looking for your assistance as to whether you can help them or not. If you can’t, you need to explain to them why you are referring them to another person/organisation and why it is better for them to go there.”

After the discussion, the facilitator shows the list of ethical codes (overhead transparency) to the group and **distributes the handout “Ethical Codes for Being a Community Survivor Supporter” and handout “Ethical Codes Being Violated”.**

“I will now give examples of support work situations. We will go through each example and you have to find out which standards from the list are violated.”

1. Maria comes to the Community Survivor Supporter to tell her that her husband beats her badly. Maria does not know what to do. The Community Survivor Supporter says in an irritated tone. “Maria, this is the third time you have come to me with the same complaint! I tell you that husband of yours is useless. Just leave him!”

➡ standards violated: points 1, 5, 6, 8 & 9, and also 7 to a lesser degree

2. Johanna has just told the Community Survivor Supporter the story of her being raped by her ex-boyfriend after he had driven her home from a party one night. After thinking a moment the Community Survivor Supporter tells her: "Maybe you did something that made him think you wanted to have sex with him. What else was he supposed to think by you getting in his car that late at night?"

➡ standards violated: points 4, & 5, and also 8 and 9 to a lesser degree

3. After consulting the Community Survivor Supporter because his wife beats him regularly, Alexander noticed that people looked strangely at him and whispered behind his back. One day an angry co-worker told him: "You are no man letting your spouse treat you like that!"

➡ standard violated: point 3

4. Johannes went to the Community Survivor Supporter because he lost his job and saw no meaning in his life anymore. The Community Survivor Supporter talked to him and tried to make him see the good things that he had: his wife and his 3 children. Johannes told the Supporter that the talks with her were not helping him. In fact he was feeling worse and could not sleep at night or get up in the morning. The Community Survivor Supporter encouraged Johannes to keep on seeing her nevertheless. One day, Johannes' wife came home from work and found him hanging from the ceiling.

➡ standards violated: point 7, and 9 may also be possible

LUNCH: 13h00 – 14h00

Ethical Codes for Being a Community Survivor Supporter¹

1. Be available when people have problems and respond quickly and with a positive attitude that shows your willingness to help.
2. Be confident and well-informed but not arrogant. Be sure to have adequate training and knowledge before you act.
3. Be trustworthy. If people share their problems with you maintain confidentiality. Do not talk about people's problems to others.
4. Be non-judgemental.
5. Do not blame people for the situation they are in.
6. Have respect for all people and assist them with unconditional positive regard. Accept them for who they are regardless of their beliefs, attitudes, religion, ethnic group, gender, personality etc.
7. Know your limits. Provide people with the help suitable to your knowledge and position as a community support worker. Refer to other organisations or professionals when needed.
8. Empower people to be self-sufficient or self-reliant. Encourage people to solve their problems.
9. Be flexible and adapt your helping to the conditions, needs, resources, capabilities and potentials of each survivor.
10. Be genuine and dependable.
11. Do no harm. Do not manipulate or exploit people sexually, financially or in any other way. All that you do should be in best interest of your survivor.
12. Be realistic, honest, just, open and transparent.

¹ Adapted from Dr. Baron, N. & Wori, St. (2002). "Training Manual for Volunteer Community Psychosocial Assistants (VCPA)". TPO – Uganda/South Sudan.

Ethical Standards Being Violated

1. Maria comes to the Community Survivor Supporter to tell her that her husband beat her badly. Maria does not know what to do. The Community Survivor Supporter says in an irritated tone. "Maria, this is the third time you have come to me with the same complaint! I tell you that husband of yours is useless. Just leave him!"
2. Johanna has just told the Community Survivor Supporter the story of her being raped by her ex-boyfriend after he had driven her home from a party one night. After thinking a moment the Community Survivor Supporter tells her: "Maybe you did something that made him think you wanted to have sex with him. What else was he supposed to think by you getting in his car that late at night?"
3. After consulting the Community Survivor Supporter because his wife beats him regularly, Alexander noticed that people looked strangely at him and whispered behind his back. One day an angry co-worker told him: "You are no man letting your spouse treat you like that!"
4. Johannes went to the Community Survivor Supporter because he lost his job and saw no meaning in his life anymore. The Community Survivor Supporter talked to him and tried to make him see the good things that he had: his wife and his 3 children. He told the Supporter that the talks with her were not helping him. In fact he was feeling worse and could not sleep at night or get up in the morning. The Community Survivor Supporter encouraged Johannes to keep on seeing her nevertheless. One day, Johannes' wife came home from work and found him hanging from the ceiling.

14h00 – 15h15 & 15h30 – 16h15

THE EXPERIENCE OF VIOLENCE

Objectives:

- Develop awareness and understanding of the different types of violence, especially psychological violence.
- Participants take different perspectives and thus develop awareness and understanding of the complexity of a violent event (with special regard to its consequences).
- Help participants become aware of their own responses to violence.

Preparation: flip chart paper with questions for the film sequences, handout “Types of Violence” (will be distributed at the end of this module)

Materials: film excerpt¹ either on DVD or video tape, DVD/video player, TV set, flip chart, flip chart paper, markers

Time: 2 hours 15 minutes (1 hour 30 minutes film and 45 minutes discussion)

“We have just examined what your role as Community Survivor Supporters will be and what ethical standards are important. In order to fulfil this role you need to know some things about violence.”

“We will now show you an excerpt from a film which illustrates different types of violence. While you are watching it please think about the following questions (display these questions on the flip chart and place it next to the TV)”:

1. What (different) types of violence have you seen in the sequences?
2. What was it like for you to watch the violence in the scenes?
3. How do you think the survivors in the scenes feel?
4. How do you think the perpetrators in the scenes feel?
5. Was there some kind of violence the film has shown that you wouldn't have regarded as violence before?

BREAK: 15h15 – 15h45

After the break Question 1 is to be discussed.

- ➔ Answers should be written down on the flip chart by the facilitator.

After talking about Questions 2 and 3 the facilitator tells the participants:

“When working with survivors of violence you will inevitably be touched by what you hear and see. One of the challenges of working as a Community Survivor Supporter will be how to deal with these feelings.

It is also important that you are able to understand how the survivors coming to you for help and other people involved are reacting to the problem. Therefore you need to consider the different perspectives.”

- ➔ Then the remaining questions are discussed.

¹ It is highly recommended that facilitators use the film “The Magdalene Sisters” (2002) – available at Cool Media, Maerua Mall Centaurus Rd, Windhoek – which has to be shown from the beginning up to 90 minutes.

After completing the film excerpt questions, ask the participants:

“Are there similar kinds of violence within your community? Which?”

SOME OF THE ANSWERS MIGHT INCLUDE:

- rape
- harassment at work
- beating
- expulsion from families (especially people with HIV/AIDS)
- neglect
- shouting/yelling at someone

The facilitator has to be sure that psychological violence (manipulation, mobbing etc) is included in the discussion to make participants aware of it!

After this exercise is completed, the facilitator distributes the handout “Types of Violence” to the participants.

Types of Violence

“Violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment, or deprivation.”

World Health Organisation (WHO), Violence Prevention Alliance (VPA)

The goal of violence is to destroy, punish or gain control over a person or thing.

As violence is a manifestation of aggression one needs to take a closer look at aggression itself:

“Aggression is a behaviour aimed to hurt or harm another being while the other is motivated to avoid being harmed or hurt.”

(BARON & RICHARDSEN, 1994)

According to this definition the ***mere thought or intention of hurting another person*** is ***NOT aggression***.

It is important that **there always has to be an intention to hurt or harm another** one. Accidental harm (eg a dentist having to pull out one of your teeth and hurting you in the process) is NOT aggression.

Types of aggression (BUSS, 1961)

	PHYSICAL		VERBAL	
	Active (= someone carrying out an action)	Passive	Active (= someone carrying out an action)	Passive
Direct (= face-to-face contact between victim and perpetrator)	eg beat/ stab/ shoot someone	= hinder another physically to reach a goal or carry out an action eg standing in someone's way	eg insult or offend someone	eg refuse to talk to someone
Indirect	eg ask a friend/ family member to kill someone for you, a bomb attack	= refuse to carry out an action eg refuse to eat/ cook/help	eg spread rumours about someone, talk negatively about someone behind his/her back	eg to fail to defend somebody (verbally) in front of another person, not saying something that ought to be said

16h15 – 16h30

REVIEW AND EVALUATION

Ask participants:

“What did you learn today?” Urge them to be specific, eg not “I learned about violence”, but “I learned about how someone subjected to psychological violence might feel”.

➡ Write this up on the flip chart.

Then ask:

“Is there anything you aren’t clear about?”

➡ If there is, you should take time in the first session of the next day to review and clarify this issue.

Then ask:

“Is there anything that needs to be changed about the training?”

Participants may suggest a different start time, or the need for more translation or greater clarity.

16h30: END OF DAY 1

08h00 – 08h15 RECAPITULATION

Objectives:

- Recapitulate what participants have learnt.
- Misunderstandings can be cleared.

Materials: cards, markers in different colours, prestik

Time: 15 minutes

The facilitator asks the participants:

“What is the most important thing you learnt yesterday?”

- ➔ Everyone writes the answer down for themselves on cards which are then pinned on a board and discussed.

08h15 – 09h00

EMOTIONAL MAP¹

Objectives:

- Participants become more aware of their own emotions.
- Participants start developing the ability to name emotions correctly.
- Build group cohesion.

Materials: small sheets of drawing paper (20 x 30 cm), oil pastels or colour pencils, flip chart, flip chart paper, markers, prestik

Time: 45 minutes

“Yesterday we talked about different types of violence. We also talked about what feelings you experienced while watching the movie. We want you to go back to this situation and make a drawing of your emotions back then. Draw a circle and consider the circle as your inner world. Take your time to feel the emotions again. Write all the emotions on the margin of the paper and give one special colour to each feeling. Then draw the colour of that feeling in the circle. If the feeling is hidden deep inside you, and others cannot perceive any part of it, place the feeling in the centre of the circle. If others can perceive the feeling, place it towards the edge of the circle. Also imagine how much space that emotion occupies compared to the other feelings.”

➡ The facilitator should write the following two questions on the flip chart to help participants concentrate on these aspects.

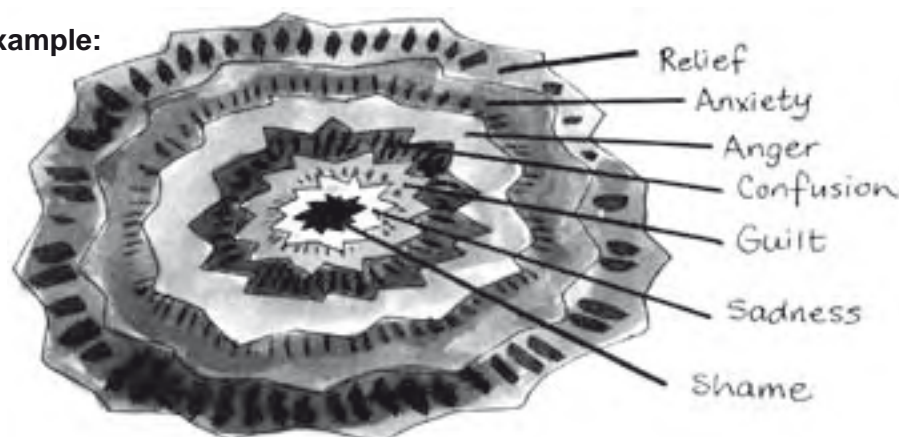
- Is that emotion hidden in your centre or on the outside where people can see it?
- How much space does that emotion occupy?

The facilitator gives participants about 15 minutes time to make their emotional map and then gives the following instruction:

“As you have finished your emotional map, we want you to find a partner with whom you want to share the experience of this exercise and the image you created. Take eight minutes for each person to explain your emotional map to the other and what the experience was like for you.”

After this the facilitator gathers the participants in the large group and asks them to hang up their work. After this the facilitator asks the participants to talk about their experience of the exercise one by one.

Example:



¹ Adapted from Meijer-Degen, F. (2006). “Coping with Loss and Trauma through Art Therapy”. p. 127p. Delft: Eburon Publishers.

09h00 – 09h30

CREATING A LIST OF FEELINGS

Objectives:

- Participants learn to distinguish between related but different emotions.
- Participants start developing the ability to name emotions correctly.

Materials: flip chart, flip chart paper, markers, prestik

Time: 30 minutes

“We now want to use your emotional maps as the basis to create a list of feelings. The reason we are spending time on this is for you to become more aware of emotions. If as a Community Survivor Supporter you can better understand the feelings of the people who come to you for assistance, you will be able to provide better support. Please tell us all the emotions you have drawn on your emotional map.”

The facilitator writes all the emotions down on flip chart.

As these emotions are to be translated in the participants’ mother tongues, the facilitator has to make sure that there is enough space to add the translated words!

“Since our list is now completed, we need your further help. We will go through the list emotion by emotion and we want you to translate the word in your mother language.”

09h30 – 10h00**BECOMING EMPATHETIC****Objectives:**

- For participants to become more aware of emotions, their own and those of others
- For participants to develop a basis for empathy

Materials: flip chart, flip chart paper, markers, prestik**Time:** 30 minutes

“In the last two exercises we considered your own emotions and what these emotions mean in the different languages. Knowing and being able to name feelings correctly is an important part of doing support work. Most survivors who will come to you for help will not easily be able to tell you about what they are feeling. So you need to become aware of what emotions they are experiencing. We will practice this in a little exercise now.”

➡ The facilitator gives the following instructions:

“We need two volunteers to participate in a role play. They will play two friends that meet occasionally. One tells the other about a bad experience s/he has had that day. S/he should make the story real. The others please listen carefully and think about the following questions:”

- Which emotions did you see being expressed?
- Did the listener try to understand the speaker? How?

The facilitator needs to brief the speaker beforehand to ensure that what s/he will be telling will have an effect.

The role play should not take more than 8 minutes.

BREAK: 10h00 – 10h30

10h30 – 10h40

TIME FOR RELAXING – EXPRESSING FEELINGS NON-VERBALLY

Objectives:

- Reactivating energy, relaxing.
- Participants learn to listen to and interpret body language and non-verbal signals.
- Participants learn to recognise non-verbally expressed feelings correctly.
- Enhancing group cohesion.

Time: 10 minutes

“Please form a circle so that everybody can see each other clearly. In this exercise we want to further practice our ability to recognise the emotions of others. We want you to think of how you are feeling right now and express that feeling non-verbally. While one is expressing his/her emotion, we must recognise and name that emotion correctly. It is important that you must not stop expressing the emotion until we have named the feeling correctly!”



10h40 – 10h55**BASIC COUNSELLING SKILLS I: EMPATHY****Objectives:**

- Participants learn about the components of empathy.
- Participants learn that empathy is a key skill in doing support work.

Materials: flip chart, flip chart paper, markers**Time:** 15 minutes

While explaining the concept of empathy to the group the facilitator should emphasise what was said by writing keywords (empathy, non-judgemental attitude, genuineness and congruence) on flip chart paper.

“Trying to understand and becoming aware of the feelings another person is having is called empathy.

Empathy involves trying to understand the world of the survivor and what the survivor is feeling. This often means that you have to suspend your own judgements of what is right or wrong for the time you are speaking with the survivor, as well as your own feelings at that time.

There is a difference between sympathy and empathy.

Sympathy is a momentary feeling followed by an action to remove the discomfort, pain or distress. If overused, it can lead to pity, which may prevent the other from utilising his or her own coping skills.

The difference between pity and empathy is that we can feel empathy with a person in respect of a range of feelings, whereas pity means feeling sorry for a person who is suffering.”

Empathy involves:

1. NON-JUDGEMENTAL ATTITUDE:

This involves genuine acceptance and respect of the survivor, no matter how different the survivor's values and beliefs are from yours. Never reject them even in the smallest of ways (this includes non-verbal ways)!

- ➡ To make clear what exactly is meant by this concept the facilitator asks the following:

“Please think about at least 3 prejudices or pre-judgements you have and write them down for yourself privately. We are not going to discuss them any further. It is just to make you aware of the things you may prejudge.”

2. GENUINENESS:

This means being honest about your willingness to help, being yourself/natural.

3. CONGRUENCE:

This means being yourself and your words, tone of voice, gestures, facial expressions and movements all being in harmony.”

10h55 – 11h40

THE CONSEQUENCES OF VIOLENCE

Objectives:

- Make participants aware that there are always physical, psychological and social consequences of a violent event.
- Make participants aware of the different consequences for survivor and perpetrator.
- Make participants aware that there are also consequences for people not even directly involved in a violent event.

Preparation: three sheets of flip chart paper (one for survivor, one for perpetrator, one for others) with three different columns (physical, psychological, social), cards in three different colours (one colour representing one column)

Materials: flip chart, flip chart paper, markers, prestik, coloured cards, handout “Consequences of Violence”

Time: 45 minutes

“Yesterday you watched the film in which you saw many different types of violence being perpetrated. You also tried to imagine what the survivors and the perpetrators of violence might feel. This morning we developed our skills to be empathetic. This is important for understanding what the consequences of violence mean to people. We will now consider other consequences of violence as well.”

“Consequences of violent behaviour might differ depending on the type of violence. However there will always be consequences for the people involved directly and also indirectly in a violent event.”

The facilitator asks the large group:

- “What do you think are consequences for the survivor of a violent event?”
- “What (if there are any) do the consequences for the perpetrator look like?”
- “Who else might be affected by the violent event?”

The facilitator should give participants at least five minutes time to think about these questions.

In the meantime three sheets of flip chart paper (or other large sheets of paper) should be prepared as follows: the first sheet regarding consequences for the survivor (heading: “survivor”). The sheet needs to be divided into three columns: physical, psychological and social. This needs also to be done for the other two sheets (“perpetrator” and “others”) – see below.

survivor			perpetrator			others		
physical	psychological	social	physical	psychological	social	physical	psychological	social

When answering the above questions participants can use the examples from the film or their own examples.

Answers should be briefly written down on cards with the colour of the cards representing one of the three columns (eg “physical”=yellow, “psychological”=red, “social”=green). Then the cards are to be put on the prepared flip chart papers by the facilitator. **BUT participants need to assign them in the right columns first!**

The facilitator has to make sure that all aspects of consequences (physical, psychological, social, as per handout) are covered!

After this exercise is completed, the facilitator distributes the handout “Consequences of Violence” to the participants.

Consequences of Violence

1. physical consequences

■ *for the survivor:*

- ▶ bruises, broken bones and scars
- ▶ HIV/AIDS
- ▶ loss of weight/appetite which might end in an eating disorder
- ▶ disability, mental handicap
- ▶ personal neglect
- ▶ lack of interest in sex
- ▶ abuse of substances
- ▶ sleep problems, nightmares
- (➡ It is problematic to put sleep disturbances in either physical or psychological consequences because in this case they are so closely related.)
- ▶ physical symptoms like headache or body pain that will not heal and for which often there is no physical basis

■ *for the perpetrator:*

- ▶ bruises, broken bones and scars
- ▶ HIV/AIDS

■ *for others (eg children of the abused):*

- ▶ loss of appetite
- ▶ sleep disturbances, nightmares (➡ see above)
- ▶ heightened arousal/ level of tension is high

2. psychological consequences

■ *for the survivor:*

- ▶ anxiety
- ▶ constant feeling of danger ending in suspicion/mistrust
- ▶ confusion
- ▶ feeling of worthlessness and uselessness
- ▶ problems in concentrating because survivor is thinking over and over again about the violent event
- ▶ flashbacks
- ▶ no peace of mind
- ▶ feeling of helplessness
- ▶ feeling of shame
- ▶ depression and even thoughts of suicide
- ▶ no longer caring for him/herself or others
- ▶ loss of hope
- ▶ sleep problems, nightmares (➡ see above)
- ▶ frustration/anger/annoyance/aggression
- ▶ difficulty keeping emotions in check eg angry outbursts
- ▶ numbness (unable to show loving feelings)

- **for the perpetrator:**

- ▶ Any of the psychological consequences experienced by the victim, may also be experienced by the perpetrator
- ▶ anger/aggression towards him/herself
- ▶ feeling of regret
- ▶ feeling of power and control
- ▶ justifying action to him/herself

- **for others (eg children of the abused):**

- ▶ anxiety
- ▶ depression
- ▶ low self-esteem
- ▶ feeling of shame and guilt
- ▶ sleep disturbances, nightmares (➡ see above)
- ▶ aggression (eg directed at classmates or other children)
- ▶ feeling of anger/frustration

3. social consequences

- **for the survivor:**

- ▶ isolation/loneliness because of lack of interest in others and of suspicion/mistrust; others may reject him/her
- ▶ problems at work or even unemployment because survivor can't concentrate or abuses substances
- ▶ neglect of family and friends
- ▶ no longer participates in usual social activities
- ▶ neglect or even malnutrition of children

- **for the perpetrator:**

- ▶ isolation/expulsion from the community/family
- ▶ prison
- ▶ court trial
- ▶ mistrust/hate from others
- ▶ blame from others

➡ But often there are few social consequences for the perpetrator because s/he convinces the survivor not to say anything or the survivor is too ashamed to tell others.

➡ Thus the perpetrator remains a respectable member of society.

- **for others (eg children of the abused):**

- ▶ isolation of children
- ▶ secretiveness about the abuse

11h40 – 12h50**PARTICIPANTS' EXPERIENCES IN DOING SUPPORT WORK****Objectives:**

- Create awareness of different forms of coping.
- Learn from each other about possible ways of coping and helping others to cope.
- Increase group cohesion and trust.
- Allow participants to recognise that they have personal experiences which are relevant to their future role as Community Survivor Supporters.

Preparation: flip chart paper or handout with the list of guiding questions**Materials:** flip chart, flip chart paper, markers**Time:** 80 minutes

Participants are divided into groups of four. The facilitator gives the following instructions:

“It is very likely that you have already been asked for help by someone who has experienced violence in some way or you might have experienced violence yourself.”

“We want you to talk in your small groups about the following questions”:

1. What was such an experience of violence?
2. What did you do to help the person asking you for guidance?/ What did you do to help yourself?
3. Was what you did successful?
 - How was it successful?
 - If not, why do you think it wasn't?

The questions should be written down on flip chart for participants to see or they should be given a handout with the questions on it. Participants should be asked not to spend too much time on the first question.

“Please share your experiences in your small group and select one experience which you then report back to the large group.”

The facilitator gives the groups about 15 minutes to share and then gathers them together in the large group. Each group now describes the one experience they have chosen.

Then participants are asked:

- **“Is there anything you have learnt from the answers we have just heard or that you have shared in your small groups?”**

“We have just talked about ways and strategies for helping other people to handle a difficult life situation. But we all need to apply such strategies from time to time in order to relax and feel better. As a Community Survivor Supporter it is important to use such strategies for yourself as well. Therefore we want to take a look at what one can do to feel less stressed.”

The facilitator asks the group:

- **“What do you do to feel better when you are upset or stressed?”**

Answers should be briefly written down on the flip chart by the facilitator.

It may also be useful for the facilitators to start the discussion by telling what THEY do to make themselves feel less stressed. In any case the facilitators should share their strategies as well!



12h50 – 13h00

TIME FOR RELAXING – BALLOONS

Objectives:

- Loosening the tension that might have built up during the previous exercise.
- Reactivate energy and relax.
- Enhance group cohesion.

Materials: balloons (one for each participant and the facilitators)

Time: 10 minutes

The facilitators take part in this activity as well.

“After this exercise it is best to do a little activity. As you can see, we have a lot of balloons here. We want each of you to take one of your choice and blow it up. Then – at our signal – throw your balloon in the air. The balloons are not to reach the ground for about 10 minutes. You can make sure of this by pushing them back upwards with your hands. Make sure that the balloons circulate between all the group members.”

“One way of coping is looking for help from people like survivor supporters or other counsellors. We want you to think of a problem that needs to be solved through counselling during the next break. It should not be one you or any other person close to you (family, friends etc) is CURRENTLY experiencing. This is important because otherwise you are too emotionally involved and might get lost within the role plays we want to do after lunch break.”

LUNCH: 13h00 – 14h00

14h00 – 15h00**“BAD COUNSELLOR, GOOD COUNSELLOR”****Objectives:**

- Participants begin to understand some of the “do’s” and “don’ts” of support work.
- Participants get a sense of how survivors might feel, thus enhancing their empathy.

Preparation: a sheet of flip chart paper with two columns in different colours: “bad counsellor” (Colour 1) & “good counsellor” (Colour 2)

Materials: flip chart, flip chart paper, markers in two different colours, flip chart paper with lists of questions for the two role plays

Time: 60 minutes

Before this exercise starts, the facilitator prepares a sheet of flip chart paper with two columns in two different colours: “bad counsellor” (Colour 1) and “good counsellor” (Colour 2).

There will be two role plays in which the facilitators act as counsellors and two volunteers act as survivors. The first role play will be a negative example of counselling and the second a positive one.

The instructions for the facilitators are as follows:

1. One of the facilitators will be the “bad” counsellor. S/he should behave very badly like not being interested in what the survivor is saying, yawning, looking bored, drawing little circles on his/her notebook, asking “what?” as if s/he hasn’t been listening.
2. The other facilitator will be the “good” counsellor. S/he should behave in an opposite way to the first one.



The facilitator will introduce the two role plays as follows:

“Before lunch break we asked you to think of a problem that needs to be solved through counselling. We hope you have all thought of one because now we are going to do two role plays. The first is intended to demonstrate to you how counselling SHOULD NOT be. The second will then be an example of how to do appropriate counselling. We now need a volunteer who will act as survivor in the first role play. S/he should talk about the problem s/he thought of. The others should please watch the role play and think about the following questions:

- **What did you observe?**
 - **In which ways was the counsellor a bad counsellor?”**
- ➔ These questions should be written down on a flip chart for the participants to see.

Before turning to the questions the observers have to answer, the facilitator should put these questions to the volunteer who played the role of the survivor:

- **“What was it like for you being the survivor?”**
- **“What was helpful?/ What was not helpful?”**

If the participant has difficulties answering the questions, the facilitator **might use some of the following** to help him/her:

- ▶ How did you feel when the counsellor did not seem interested in what you were saying?
- ▶ How did it feel when the counsellor was yawning?
- ▶ How did it feel when the counsellor looked bored and drew instead of concentrating on what you were telling him/her?

After s/he has responded the facilitator should go on discussing the observer questions.

Answers should be briefly written down (in the same colour as the column-heading) on the prepared flip chart under the column “bad counsellor” by the facilitator.

“Now we will do the second role play. We again need a volunteer to act as survivor. The counsellor will be played by one of the facilitators. The others please watch again and concentrate on the following questions:

- **What did you observe this time?**
- **Why was this a good example of counselling?”**

These questions should be written down on a flip chart for the participants to see.

Before turning to the questions the observers have to answer the facilitator should put these questions to the volunteer who played the role of the survivor:

- **“What was it like for you being the survivor?”**
- **“What was helpful?/ What was not helpful?”**

If the participant has difficulties answering the questions the facilitator **might use some of the following** to help him/her:

- ▶ How did you feel when the counsellor was interested in what you were saying?
- ▶ How did it feel when the counsellor nodded or asked you to “go on”?
- ▶ How did it feel when the counsellor looked at you in an open and interested way?
- ▶ What was his/her tone of voice like?

After s/he has responded the facilitator should go on discussing the observer questions.

➔ Answers should be briefly written down (in the same colour as the column-heading) on the prepared flip chart under the column “good counsellor” by the facilitator.

The sheet of flip chart paper is to be put aside since it will be needed in the next module.

“For all the others who did not get the chance to play the role a survivor, please note down the situation you had in mind because this will be used in future role plays.”

15h00 – 15h15**OVERVIEW OF THE PSYCHOSOCIAL ELEMENTS OF SUPPORT WORK****Objectives:**

- Participants get a clear understanding of the elements of support work and hence become more secure about it.
- Participants can identify more with the programme and thus feel more motivated.
- Participants have a mental framework of items through which they can understand preceding and subsequent exercises.

Preparation: cards in different colours with the elements of support work on it (each colour representing one element), two sheets of flip chart paper stuck together to form one sheet

Materials: flip chart paper, cards in five different colours, markers, prestik, handout “Overview of the Psychosocial Elements of Support Work”

Time: 15 minutes

“In the previous exercise we have just identified some skills a good support worker needs. We now want you to give an overview of all the psychosocial elements of doing support work. We will talk about these elements during the course of the next two days.”

“But before we start we will explain to you what the term “psychosocial” means.¹ Psychosocial is made up of two words: PSYCHO and SOCIAL.”

The facilitator draws a picture of a person and lets participants identify the mind and the heart. Then the facilitator goes on explaining:

“Psycho refers to the mind. It refers to a person’s thinking processes, feelings, thoughts, understandings, attitudes and beliefs.”

The facilitator now draws houses, family and trees, then explains further:

“These refer to the social world that includes relationships with others and the living environment. Social refers to a person’s social world. It includes the interpersonal relationship with family, friends and the community as well as with the natural environment.”

“Psychosocial refers to the dynamic interrelationship between psychological and social factors. When a person’s way of living is affected, the mind (feelings and thoughts) is affected. Similarly, if the mind is affected, in turn this affects the social world.”

The facilitator points to the big sheet of paper (made by two sheets of flip chart paper stuck together) and with the heading “Elements of psychosocial support work”.

“We have already talked about ethical standards and empathy as two of these elements”.

The facilitator sticks the coloured cards with these concepts written on them on the paper using the handout as a guide. The facilitator then introduces the other elements of psychosocial support work in the same manner, step-by-step, thus providing a mind map which contains all the psychosocial elements of doing good support work. The different elements are to be represented on different coloured cards, one colour representing one element.

¹ The following explanation is adapted from Dr. Baron, N. & Wori, St. (2002). “Training Manual for Volunteer Community Psychosocial Assistants (VCPA)”. TPO – Uganda/South Sudan.

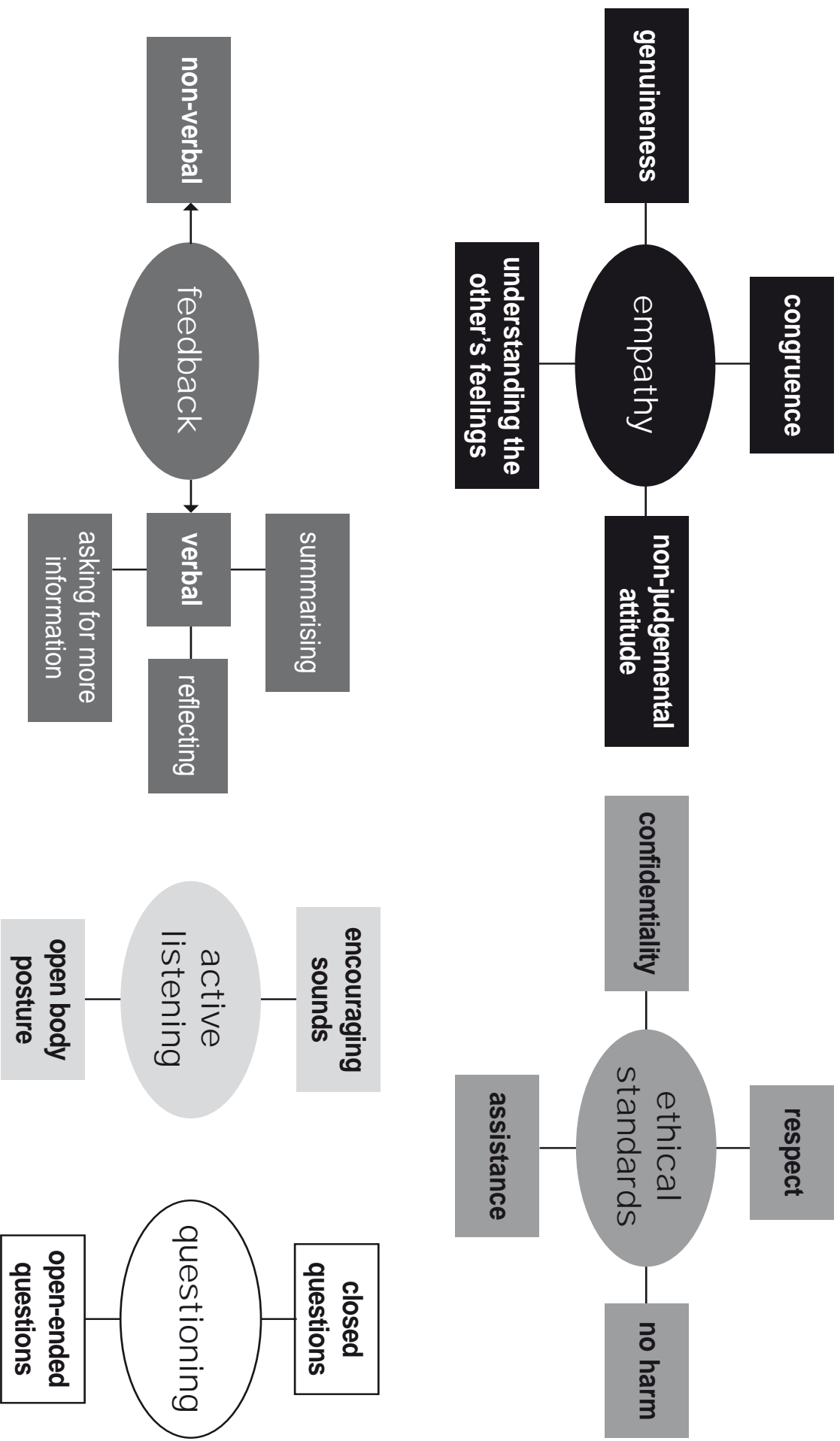
After explaining the mind map the facilitators distribute the handout “Overview of Psychosocial Elements of Support Work”.

The mind map should be put on a wall for everybody to see and participants are asked to check during the next two days which element they are currently learning more about.

The facilitator also needs to keep referring back to this mind map as s/he moves through the different elements.

BREAK: 15h15 – 15h30

Overview of the Psychosocial Elements of Support Work



15h30 – 16h20**CREATING SAFE SPACES & MEETING AND GREETING****Objectives:**

- Learn how important the right setting is for survivors.
- Learn how to ensure the proper setting and atmosphere for survivors.
- Make participants aware of simple things that contribute to a good counselling session.
- Remind participants that there might be cases they may not be able to handle properly and how they can find out about such cases from the survivors themselves.

Materials: ideally two flip chart stands, flip chart paper, markers, Water pistol or other “dangerous” object, handout “Elements of Good Support Work: Creating Safe Spaces & Meeting and Greeting”

Time: 50 minutes

The facilitator divides the large group into two smaller groups and takes them to different sides of the room. The following inputs and exercises will be carried out simultaneously in the two groups.

“Since the first impression the survivor gets of you should reassure him/her about asking you for help, the proper introduction is essential.”

The facilitator asks participants the following question:

- **“What would be the best way for a support worker to greet a survivor and start the helping process?”**

Answers should be briefly written on the flip chart by the facilitator.

There should be two flipcharts with the same questions to be used for the two groups in the subsequent role play.

The facilitator has to make sure that the following points are covered in the discussion and should add them if participants do not think of them!

SOME OF THE ANSWERS MIGHT INCLUDE:

- Showing interest verbally (tone of voice, “mhm” etc) and non-verbally (leaning towards survivor, open posture, not too relaxed)
- Chair position (which should be in a 90° angle), equal height of chairs
- Space between, no “barriers” (obstacles)
 - ➔ **“We will learn about this in another exercise later on.”**
- Reducing threats or anything that can be perceived as threatening (firearm, sharp instruments)
- Having tissues and water available
- Trying to make it as comfortable as possible
- Standing up to meet the person.
- Smiling and shaking hands.
 - ➔ The facilitator should ask participants about what is culturally in/appropriate.
- Offering survivor a seat.

“Allow them to choose where they want to sit.”

- Introducing yourself.
- Asking the survivor what name they would prefer you to use.
- Explaining your role and the helping process

“You have to be clear about your own role and the partnership (between you and the survivor) involved in support work.

You may tell the person looking for your help the following:

“As a Community Survivor Supporter I am here to listen to your problem. I will ask you some questions so that I can really understand what is going on. We will together think of some ideas and actions you can take in order to deal with your problem. I can also provide you with information eg about laws.”

“We now want to do a little role play. We need one volunteer to play the role of the Community Survivor Supporter and one to play the role of the survivor.”

Then the facilitator describes the situation as follows:

“You are a Community Survivor Supporter and will have your first meeting with the survivor. You should ensure that you create a safe space for the survivor and that your greeting makes him/her feel welcome.”

After that the facilitator asks the volunteer playing the Community Survivor Supporter to wait outside until s/he is called back in.

In the meanwhile, the facilitator and the other participants create an unwelcoming office space.

This may be achieved by:

- ▶ arranging chairs and tables problematically
- ▶ having large piles of papers on the table and/or chairs
- ▶ having a dangerous object (eg knife, water pistol) on the table
- ▶ having a cell phone on the table

The **last point is essential** because the facilitator is to ring the cell phone during the role play!

Then the volunteer is called back in and given the following briefing:

“You have got two minutes to rearrange the ‘office space’ to make it welcoming and safe until the survivor arrives.”

The facilitator stops the role play after five minutes and then asks the following questions:

1. (to survivor)
 - Did you feel safe and welcomed in this surrounding?
 - Why? Why not?
 2. (to Community Survivor Supporter)
 - What were your reasons for arranging the office space in that way?
 3. (to the group)
 - What else could s/he have done to make the surroundings for the survivor more comfortable?
- ➡ Answers to the last questions should be briefly added to the already existing list if they are new.

“A good starting question may be:

- **Would you like to tell me what has brought you here today?**
- **Could you tell me about your difficulties?**

The aim of these questions is not only to start the session off but to determine why the person looking for your assistance is there and what his/her expectations of the service are.

This is important because you might not be the right person to help them (as we will see on our last training day). So before you are wasting both of your time, you need to check this. And, of course, make the right referral, if it is necessary.

Finding out about the survivors actual problem(s) may take some time and a few questions. Be careful not to dismiss someone immediately because they may need your help AND the help of others!”

The facilitator closes the exercise by noting the following:

“Although we have pretended in this exercise that you have your own office space, this will not necessarily be the reality. Sometimes you may work under a tree or in the home of the survivor. But all spaces you will create for support work might have their own ‘dangers’. So it is important that you are aware of this.”

After the explanation the facilitators distribute the handout “Elements of Good Support Work: Creating Safe Spaces & Meeting and Greeting”.



Elements of Good Support Work: Creating Safe Spaces & Meeting and Greeting

When you are talking with a survivor the physical setting should ensure:

- privacy
- no interruptions
- no distractions
- comfort to the survivor (eg have water and tissues available)

Another essential aspect of the support worker-survivor relationship is **confidentiality**. Ensuring an atmosphere of privacy without interruptions and distractions is an important part of this. Confidentiality provides a basis for trust and this is particularly important for survivors of violence who have often lost their trust in other human beings.

However, you also need to inform the survivor that there may be situations where confidentiality can and will be broken. Assure the survivor that you will discuss with them beforehand if you think there is a need to break confidentiality.

To be aware of your body language, posture and seating arrangements are equally important. These include:

- Showing interest verbally and non-verbally (leaning towards survivor, open posture, not too relaxed)
- Chair position (which should be in a 90° angle), equal height of chairs
- Space between, no “barriers” (obstacles)
- Reducing threats or anything that can be perceived as threatening (firearm, sharp instruments)

Take care to show courtesy and respect by:

- Standing up to meet the person.
 - Smiling and shaking hands.
 - Offering them a seat and letting the survivor choose the chair,
 - Introducing yourself.
 - Asking the survivor what name they would prefer you to use.
 - Explaining your role and the helping process
- ➡ *“As a Community Survivor Supporter I am here to listen to your problem. I will ask you some questions so that I can really understand what is going on. We will together think of some ideas and actions you can take in order to deal with your problem. I can also provide you with information eg about laws.”*

Good starting questions may be:

- “Would you like to tell me what has brought you here today?”
- “Could you tell me about your difficulties?”

When you know of a person who you think may be a survivor, but who has never approached you for assistance and **you** approach this person, you will start differently, eg talk about things that will put the person at ease.

16h20 – 16h30

REVIEW AND EVALUATION

Ask participants:

“What did you learn today?” Urge them to be specific, eg not “I learned about violence”, but “I learned about how someone subjected to psychological violence might feel”.

➡ Write this up on the flip chart.

Then ask:

“Is there anything you aren’t clear about?”

➡ If there is, you should take time in the first session of the next day to review and clarify this issue.

Then ask:

“Is there anything that needs to be changed about the training?”

Participants may suggest a different start time, or the need for more translation or greater clarity.

16h30: END OF DAY 2

08h00 – 08h30 RECAPITULATION

Objectives:

- Recapitulate what participants have learnt.
- Misunderstandings can be cleared.

Materials: cards, markers in different colours, prestik

Time: 15 minutes

The facilitator asks the participants:

- “What is the most important thing you learnt yesterday?”
- ➡ Everyone writes the answer down for themselves on cards which are then pinned on a board and discussed.

08h15 – 08h20

BASIC COUNSELLING SKILLS I: MIND MAP

Materials: mind map

Time: 5 minutes

“Today we are going to analyse and practise in detail the skills a support worker must have and which you identified yesterday. Some of the skills we are going to practice may be new to you.”

The facilitator refers again to the mind map of the previous day and points out that empathy was already practiced.

“Can you remember what empathy means?”

The facilitator then points out which aspects will be dealt with during the course of the day:

1. active listening
2. feedback
3. questioning

08h20 – 08h30

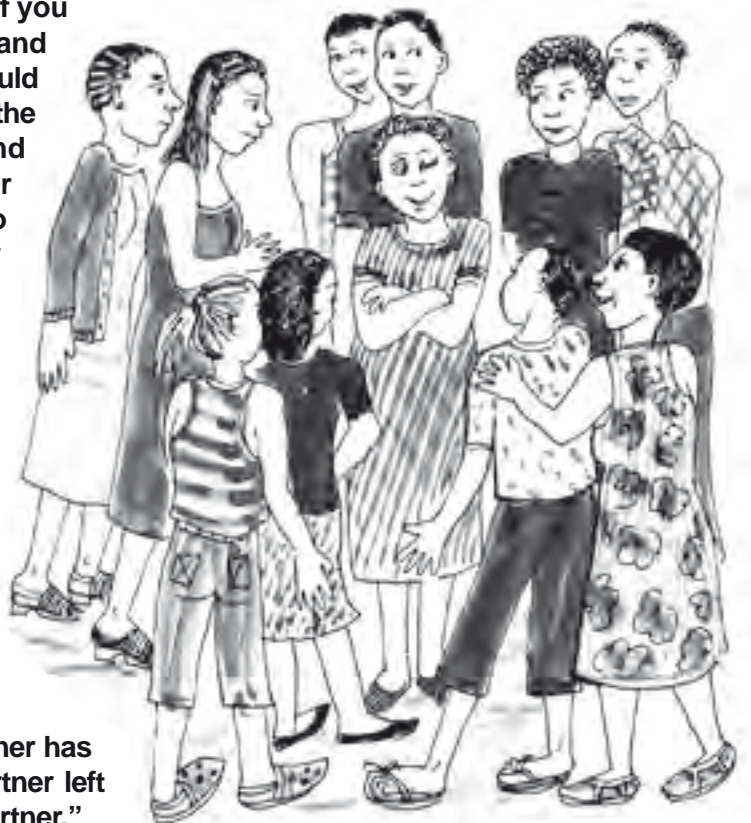
TIME FOR RELAXING – THE WINKING GAME¹**Objectives:**

- Reactivate energy and, relax.
- Learn to listen to and interpret body language and non-verbal signals.
- Enhance group cohesion.

Time: 10 minutes

For this activity an uneven number of people is required. So one of the facilitators should participate if an additional person is needed.

“Please find yourself a partner, but one of you should remain alone. The pairs should stand behind one another in a circle. All of you should face the middle of the circle. The people in the outer circle must hold their hands behind their backs. The person without a partner has to stand in the middle. S/he wants to “steal” a partner from the inner circle by winking at this person. When one of you sees that s/he has been winked at, s/he must try to run immediately towards the person in the middle. But be careful. The persons from the outer circle want to keep “their” partner. They can do this by holding the other one back BUT ONLY when the winker has winked at his/her partner! So the person standing in the middle has to wink very carefully. S/he has to wink just enough so that the one who was meant realises that s/he is meant but not too obviously – so that the person in the outer circle does not know. If a partner has been stolen away, it is the turn of the partner left behind to wink in order to “steal” a new partner.”



¹ Adapted from “The Blue Window of Hope” p. 43pp, Ministry of Basic Education, Sport and Culture, Namibia, HIV and AIDS Management Unit (HAMU)

08h30 – 09h20**BASIC COUNSELLING SKILLS II: ACTIVE LISTENING****Objectives:**

- Learn to understand how important listening is in doing support work.
- Enhance participants' empathy by placing them in the role of the survivors.
- Begin to grasp the components of active listening.
- Learn to understand how difficult active listening can be.

Time: 50 minutes

“The winking game we did just now already had to do with some kind of active listening. You were listening to the body signals (ie winking) one person was giving you and reacting according to it (ie running toward the person winking if chosen, doing nothing when not chosen or trying to hold back the person who was chosen back). Now with active listening we are going to listen to the content of what a person is telling us.

Let's do a little exercise: Please find yourself a partner. One of you has to talk about one or two events in your life that had a deep impact or a big influence on you. Can any one of you provide an example of such an event? Explain to the listener how this event impacted/influenced your life. The other partner is JUST to listen actively (no talking!). When the 'talker' is finished the "listener" must try to summarise what was said. After that the partners switch roles and do the same exercise again.”

The facilitator gives the pairs about 10 minutes time, and then gathers them in the large group. After this the facilitator asks the large group the following questions:

- “How was it for you to listen without saying anything?”
- “Was there anything that interfered with being able to listen?”

If the participants say no, ask if they can think of what could interfere with their ability to listen.

- “How was it for you to be listened to?”
- “What did the listener do to signal to you that s/he was really listening?”

“Why do you think listening is so important in doing support work?”

SOME OF THE ANSWERS MIGHT INCLUDE:

- to understand the survivor better
- to know what the survivor's problem is
- to encourage the other to tell his/her story
- one cannot summarise without listening
- to avoid the wrong conclusion

“Good listening is an **ACTIVE** process and includes listening to what is verbally communicated as well as observing what is non-verbally expressed. Sometimes really listening is difficult because our own thoughts on what the other person is telling might interrupt us. Hence we might loose track and the other person might not feel fully and correctly understood.”

The facilitator asks for possible consequences of a person not feeling understood by the support worker.

SOME OF THE ANSWERS MIGHT INCLUDE:

- survivor might leave counselling
- survivor becomes very quiet/keeps something back/stops talking
- survivor feels that you are not interested in him/her
- survivor loses his/her trust in the support worker
- survivor might not turn to the support worker another time (although s/he may need to!)

The facilitator summarises as follows: **“To listen effectively one must listen with mind, body and soul.”**

“For survivors it is sometimes difficult to talk about what they have suffered. So it is important to give them the time they need and not to rush them. As a support worker you need to allow survivors to talk at their own pace. This sometimes means that you must learn to get comfortable with silences.”

“To give you the opportunity to find out how you can handle silence, we are going to do an exercise now. We will just sit here for two or three minutes without saying anything. We want you to listen to your body to learn how you feel in this situation.”

➡ Afterwards the participants are asked:

- **“What was it like for you?”**
- **“How did you feel during this silence?”**
- **“Did you feel a need to do something to bridge the silence (like talk)?”**

“If a survivor remains silent you have to listen particularly well to his/her body language.”

➡ Ask participants:

- **“What could you do to show a person who is silent that you are with that person?”**

If participants mention that they could touch the person to show that they care, use this as an opportunity to discuss the controversies surrounding touching. Point out that there may be some people who feel uncomfortable being touched. This is especially the case for survivors of violence whose personal boundaries have been violated.

After a while of silence the support worker may comment: “You seem to be thinking very deeply about this issue” or “This matter is really occupying your thoughts and your feelings.”

09h20 – 09h30

BASIC COUNSELLING SKILLS III: FEEDBACK (INTRODUCTION)

Objectives:

- Learn about the different aspects of feedback.
- Begin to understand the role feedback plays in doing support work and why it is so important.
- Learn to understand how difficult giving feedback to others might be.

Preparation: two cards labelled “verbal” and “non-verbal”

Materials: cards, markers in different colours, prestik

Time: 10 minutes

“We have already focussed on active listening. Now we are going to take a look at the next basic counselling skill: feedback.

There are a number of ways to show others that we are listening to them.”

Ask the participants:

- **“What ways can you think of to show someone that you are listening to him/her?”**

If participants have difficulties in answering, the facilitator should link the question to the active listening exercise carried out previously.

While one facilitator is working with the group, the other facilitator should prepare two cards as headings which state “verbal” and “non-verbal”. Participants are not to see these headings before the end of this exercise.

➔ Answers should be written down on cards by the facilitator. Cards belonging to the same category (verbal or non-verbal) should be organised together. Then ask the participants:

- “Do you see any similarities in the cards organised together?”
- “Do you see any differences between these two groups?”

➔ After participants have answered, the headings for the two groups should be added.

“We now are going to look at verbal feedback and then at non-verbal, but first let’s do another energiser!”

09h30 – 09h40**TIME FOR RELAXING – PICKING ORANGES****Objectives:**

- Reactivate energy and relax.
- Enhance group cohesion.

Time: 10 minutes

“Please form a circle in the middle of the room. Now, walk around in the circle. As you are walking imagine that you are walking through a plantation of orange trees. Your task is to pick the oranges from the trees. To do this you need to stretch really high to reach them. As you are picking your oranges you also carry an imaginary basket with you in the other hand to put the picked oranges in. But this is a strenuous work to do. So you need to shift the basket from one side to the other after picking an orange and then use the other hand to pick the next one. However, there are also oranges that have fallen to the ground. To get these ones you have to bend down to pick them up. Don’t forget to put them in the basket!”

09h40 – 10h00

VERBAL FEEDBACK: OVERVIEW

Preparation: a sheet of flip chart paper with the list of different types of verbal feedback (see below)

Time: 20 minutes

“Before we deal with the different types of verbal feedback, we will give you a short overview of these types.”

If there are examples from the last exercise that fit in one of the points on the list, the facilitator should use those examples while presenting the list to the participants. The following list should also be written down on a flip chart paper.

The facilitator shows the group the following list on flip chart paper and comments on the different points as follows:

1. Asking for more information

➔ **Using phrases like:**

- **“Please go on...”**
- **“Could you tell me more about this?”**
- **“Did I get this correctly...?”**
- **“What else...?” etc.**

2. Summarising

➔ **“This type of feedback we already used when we practised active listening. We will return to this point after reflecting.”**

3. Reflecting content and verbally expressed feelings

➔ **“We will go into this in more detail in a few moments.”**

BREAK: 10h00 – 10h30

10h30 – 11h30**VERBAL FEEDBACK: REFLECTING CONTENT AND VERBALLY EXPRESSED FEELINGS****Objectives:**

- Have the opportunity to deepen their understanding of empathy and have a chance to practise this.
- Learn to use the tool of reflecting content and verbally expressed feelings.

Time: 60 minutes

“Occasionally, we need to check whether our understanding of the survivor’s experience is correct. We may also need to communicate our understanding back to the survivor so that s/he feels heard and understood. We can do this through reflecting.

Through reflection, we act like a mirror for the survivor. We reflect to the survivor what s/he is saying or feeling. When using reflection, we restate the *feeling* and/or the *content* of what the survivor has said.

This means: Repeating briefly what the other has said in your own words. You can use phrases like:

- ‘So what you are saying is ... is that right?’
- ‘... do I hear you correctly?’
- ‘It looks like...’
- ‘If I hear correctly you...’
- ‘You feel...’
- ‘What I hear you say is...’”

As participants may speak different languages it may be helpful to also translate these examples (with the help of the participants) into Afrikaans or other local languages spoken in the group.

“We do not simply repeat what the survivor has said, but rather try and listen to the feelings behind the words and the things that the survivor may find difficult to express. We need to avoid guessing what the survivor feels! All reflections must be based on a survivor’s words, body language and tone of voice.”

To give participants a better understanding before the exercise it is good to let them formulate statements themselves and ask the others in the group to reflect them. If participants have problems formulating statements the facilitator might give his/her own examples first.

“Let’s practice this in a little exercise. We are going to tell you a few examples of statements survivors might say. Please listen carefully and write down after each phrase how you would reflect its content and the expressed feelings (if there are any).”

➡ Facilitators take turns in reading all the examples and stop in between to give participants enough time to write. Then they start with the first statement again and ask participants for their response and after some of their examples, the facilitator gives the correct reflection. Then they continue with the next statement.

If participants have difficulties in writing, the facilitator should give them more time between statements. In this case it is also possible to use fewer examples in order to shorten the exercise. But give participants enough opportunity to practise **no less than two statements!**

1. "When my husband first punched me in the face I was so shocked. I would have never thought of him being able to do such a thing to me."
 - ➡ *Correct reflection: "When your husband hit you the first time you couldn't believe it/were completely taken aback. You would have never imagined that he could do this to you."*
2. "I am always stressed when I come home from work. Then there are the kids screaming and running noisily through the house, although it is my wife's responsibility to keep them quiet and occupied. That's when I start to get angry and begin to drink beer."
 - ➡ *Correct reflection: "When you come home from your work you get easily irritated by the kids who are loud. Your wife doesn't seem to mind them running through the house. You then get really annoyed and drink beer."*
3. "My dad often yells at my mum because of something. It seems as if she can't do anything right. Sometimes I can't sleep because I don't know if one of them will be gone the next morning."
 - ➡ *Correct reflection: "Your father is often angry with your mother. You are so worried about one of them leaving that you have trouble sleeping."*
4. "My dad always seems to be in a bad mood. My bigger sister got a lot of bruises from him beating her. She says that I need not worry about her. But I'm afraid to be away from home because she might need me."
 - ➡ *Correct reflection: "Your dad is ill-tempered and beats your elder sister. She tells you that she is okay. But, since you feel responsible for her, you stay at home."*

After the last example is completed the facilitator asks participants the following questions:

- How was it for you to do this exercise?
- Can you imagine doing this with someone who comes to you for help?
 - ▶ If yes: why?
 - ▶ If no: why not?

"There are some things you need to be aware of, when reflecting feelings:

- **People are often uncomfortable with their feelings or find it difficult to express them; that doesn't mean they don't exist.**
- **Always check that your reflections are right by asking.**
- **Be careful when reflecting feelings where there is not yet a well established trust.**
- **Some feelings are very difficult or dangerous for people to reflect (anger for women, envy, race-based hatred), but in most cases people will correct you if you get it wrong.**

You also need to remember not to reflect everything! It is not necessary and might even irritate people who come to you looking for help."

Before you start the next exercise, participants might need a refresher! (5 – 10 minutes)

11h35 – 11h55**VERBAL FEEDBACK: SUMMARISING**

Time: 20 minutes

“Through the process of active listening, reflecting and questioning, we develop an understanding of the survivor’s experience. Summarising – as you have already seen during the exercise of active listening – involves sharing this understanding with the survivor. The process of summarising provides the survivor with a sense that the support worker has really heard and understood his/her story from his/her point of view.

Summarising involves making connections between the survivor’s experiences, feelings, behaviours and subsequent events. It is important that you always check that your summary is accurate and the survivor agrees with it.

Summaries should be quick and to the point. Don’t overwhelm the survivor!

As you can’t remember everything the people who have come to you for help have told you it is advisable to keep notes on the conversations.”

➡ Ask participants:

- **“Why do you think remembering what a survivor has told you is so important?”**

SOME OF THE ANSWERS MIGHT INCLUDE:

- conveys interest, respect and caring
- the support worker relies on her/his memories of the survivor’s story in developing ideas of how to best assist the survivor
- gives continuity
- allows for ordering and linking

To practise summarising further, one facilitator tells the group an experience which has had a big impact on his/her life and asks the participants to summarise what s/he just said.

➡ After this, the facilitator asks the following question:

- **“How would you feel if your support worker can’t remember the things you have told him/her (especially if they are important)?”**

“Reflecting content and verbally expressed feeling is one way of showing somebody that you are listening. You have already practised summarising and asking for more information. And there is at least one more way to give feedback. When you do support work, it is important not to use only one of these skills all of the time. On the contrary, you must switch between them according to the situation.

A skill that is as important as giving verbal feedback to the person you are assisting is giving him/her feedback non-verbally.”

11h55 – 12h25

NON-VERBAL FEEDBACK

Objectives:

- Learn of the possible ways to give non-verbal feedback in a way that builds a positive and trusting relationship between survivor and Community Survivor Supporter.
- Learn how to respect the personal space of others.
- Gain awareness of their own personal space.

Materials: flip chart, flip chart paper, markers

Time: 30 minutes

The facilitator should remind participants of the active listening exercise by asking:

- **“What non-verbal ways to give feedback did you use in that exercise?”**

➔ Answers should be written down on the flip chart. The facilitator needs to make sure that the following list is complete.

SOME OF THE RESPONSES MIGHT INCLUDE:

- Keep eye contact.
 - ➔ **“However, this may not always be culturally appropriate.”**
- Make encouraging sounds (eg aha, mmh, yes).
- Nod.
- Display an open body posture.
 - ➔ The facilitator asks: **“Can anyone show what is meant by an open body posture?”**
- Turn your body towards the survivor.
- Do not interrupt the one talking.
- Mirror the talker’s body posture.
 - ➔ **“But be careful not to come across as copying their body language to make fun of them!”**
- Lean slightly towards the person who is speaking.



“But you should always respect the personal space of the other. We will do an exercise to demonstrate that every one of us has his/her own personal space.

Please divide into two equal size groups. The first group should form a line with people standing next to each other. The members of the second group now form a line facing the first group at a distance of about five metres. One person in each pair starts walking slowly towards the other. The other must make the walker stop at a point where s/he feels comfortable. The walker MUST stop when the other tells him/her to!”

➡ After the pairs are finished the group compares where each one is standing. The facilitator asks participants the following questions:

- **“Why did you let him/her come so close?”**
- **“Why did you make him/her stop at this point?”**

The roles are now switched with the person who approached during the first round now being the one who stands still and stops the partner. After this, the facilitator asks the same questions as above.

“Personal space varies among individuals. It may even be different in different cultures. As a support worker you need to test how much personal space the survivor needs. They will show you through their body language if it is okay or not and you will have to respect it.”

12h25 – 13h00

DISTANCE REGULATION & SETTING LIMITS

Objectives:

- Enable participants to understand an important element of burnout.
- Enable participants to reflect on which areas they are particularly vulnerable to burnout.
- Participants learn how burnout is related to limit setting.

Materials: flip chart, cards, markers

Time: 40 minutes

“All support workers are vulnerable to burnout in connection with the issue of setting limits. This is because you may frequently be approached by people who have extreme needs (eg some of you will be confronted with people who have been abused).

In these situations it is very hard to set limits effectively. For example, you may be tempted to put in ever longer hours of work to assist more and more people or you may want to do things for them that lead to you ignoring your own needs.

You must set limits to prevent yourself from becoming overwhelmed and ineffective in working with other persons such as survivors of domestic violence.

No-one can remove the pain of the survivor or take care of all of her/his needs.

If we are not effective in distance regulation we may end up feeling abused by the survivors we work with and we may come to a point where we break all the bonds with them. This creates confusion and a great deal of pain for the people we are supposed to assist.

Setting limits is important, not just in relation to the people to whom we provide a service, but also more generally eg in relation to our own family members.”

The facilitator divides participants into groups of three or four and asks them to find examples where they did not manage to set limits or of how other people tried to violate their boundaries. Participants should note what they felt in these situations and write this on cards.

The facilitator gives the groups 15 minutes to share examples. Participants are asked to report back to the bigger group using the cards to write down their examples and discuss afterwards.

LUNCH: 13h00 – 14h00

14h00 – 14h20**BASIC COUNSELLING SKILLS IV: QUESTIONING****Objectives:**

- Learn to distinguish between the different types of questions and when it is best to apply which form.

Time: 20 minutes

“We have already dealt with the following basic counselling skills, namely empathy, active listening and verbal and non-verbal feedback. The next basic skill to consider is that of questioning.”

The facilitator should keep referring to the mind map!

“When you really listen to people actively and watch their body language, you will get a lot of information.

However, you might also need to ask questions to ensure that you understood the survivor correctly and to get more information you need to help him/her. Therefore you should ask your questions calmly and kindly. It is also important that you give people enough chance to answer the questions by using your other skills like active listening.

There are different types of questions you can use and you need to find out which type will be the most effective in which situations.”

- ***Open-ended questions***

“These questions are used when one asks for general information. They cannot be answered by ‘yes’ and ‘no’.

They are also used to gather information about reactions, feelings, experiences and thoughts.

Open-ended questions are useful if one wishes to broaden and deepen the contact to the survivor.”

- ➔ The facilitator asks participants for examples of this type of questions.

SOME OF THE ANSWERS MIGHT INCLUDE:

- How was he able to come in the house?
- Why do you think your mother did not help you?
- What happened exactly after he entered the house?
- What were your reasons for not going to the police?
- What did you do to make him stop?

- ***Closed questions***

“This type of question calls for a short answer, usually ‘yes’, ‘no’ or a simple statement.

They are useful when specific/factual information is required.”

➔ The facilitator also asks participants for examples of closed questions.

SOME OF THE ANSWERS MIGHT INCLUDE:

- When did this happen?
- Where was your daughter at that moment?
- Did anybody call the police?
- How old are you?/ How old is your daughter/son?

“Today we will end at this point. During your free time this afternoon, find something relaxing to do. Tomorrow please bring us something that symbolises what you did or which will remind you of what you did.”

14h20: END OF DAY 3 ➔ LEAVE THE AFTERNOON FREE!

08h00 – 08h30 RECAPITULATION

Objectives:

- Recapitulate what participants have learnt.
- Misunderstandings can be cleared.

Materials: cards, markers in different colours, prestik

Time: 30 minutes (15 minutes + 15 minutes)

The facilitator asks the participants:

- **“What is the most important thing you learnt yesterday?”**
- Everyone writes the answer down for themselves on cards which are then pinned on a board and discussed.

Volunteers from the group show their objects from the free afternoon of the previous day and share with the group what they did. (15 minutes)



08h30 – 10h00**PRACTISING BASIC COUNSELLING SKILLS****Objectives:**

- Practise to combine the basic counselling skills, to develop an understanding of how complex doing support work may be.
- Enhance empathy by placing participants in the role of the survivors.

Materials: flip chart, flip chart paper, markers**Time:** 90 minutes

For this exercise the facilitator needs to make sure that the mind map they used as a guide cannot be seen by the participants!

“Before we do another role play we will quickly recapitulate the skills we have talked about yesterday.”

➔ The facilitator asks the participants the following questions:

- **“Which basic counselling skills did we talk about?”**
- **“Please give a short summary of what is meant by this particular skill.”**

➔ The facilitator writes the skills on a flip chart paper for everybody to see. Participants can use this list as a guide while doing the following exercise.

The facilitator divides the large group into two smaller groups and takes them to different sides of the room, with at least one facilitator who has counselling skills accompanying each of the groups. The following inputs and exercises will take place simultaneously in the two groups.

Role play

“We will now make an attempt to put all of the different skills we were practising into one counselling session.”

The facilitator decides who is going to play the role of the support worker, depending on the need for specific participants to practise. The facilitator also has to make sure that the volunteers playing the role of the survivors did not already play that role in the “bad counsellor, good counsellor” module.

“We will now do three role plays. Three of you will be the support workers. Another three volunteers will play the role of survivors. The others who are not acting will be the observers. Each conversation should be about eight minutes in length. We will tell you to stop when this time is over.”

INSTRUCTIONS:

“SURVIVOR: Play the role of the survivor in the situation/case you have written down for the ‘bad counsellor, good counsellor’ exercise.”

SUPPORT WORKER: Please remember to use as many of the skills we were practising yesterday as possible. You can use the list on the flip chart to help you do this.

OBSERVERS:

- **Observe which skills the support worker is using.**
- **Observe the verbal feelings the survivor expresses.”**
- ➔ After each turn the following questions are discussed:
 - How was it for you to be the survivor/supporter in the situation?
 - (to the supporter) What do you think you did well?/What do you think you could have done better?
- ➔ After each turn the observers share what they saw.

The facilitator has to make sure that the ‘survivors’ are debriefed after the discussion! Debriefing can take different forms eg the survivor walks around the chair s/he was sitting in during the role play and says: “I am no longer (the name s/he took as the survivor in the role play), but I am (says her/his own name)”

When the two groups have finished the facilitator gathers the participants together in the large group. Then the facilitator should ask for discussion on the following question:

- **“How could you practice these skills in your everyday life?”**

BREAK: 10h00 – 10h30

10h30 – 11h00

MY SAFE SPACE

Objectives:

- Learn about an exercise to use in order to relax and feel strengthened.
- Introduce participants to the next exercise of creating safe spaces.

Materials: CD player, relaxing music, small sheets of drawing paper (20 x 30 cm), oil pastels

Time: 30 minutes

“We will now do an exercise that can help you to relax and feel strengthened. To do this, please find yourself a comfortable sitting position. When you are ready, just close your eyes. Some of you may not feel comfortable closing your eyes; just find a point at which you can look.”

Before starting to read the instruction, one facilitator should turn on the relaxing music. The facilitator should read this instruction slowly and in a pleasant tone of voice.

“We would like to invite you to experience your own inner safe place... This place can be on earth but it can also be elsewhere... Allow thoughts or pictures of a place in which you feel comfortable and secure to come into your mind... Put boundaries around this place in such a way that only you can choose which living creatures may come here to your safe place... Of course, you may invite living beings that you would like to have with you into your safe space... If possible, do not invite specific human beings but rather loving companions or helpers, beings which will give you support and love... Now check whether you feel well in terms of all your different senses... Firstly, check what your eyes are seeing and make sure that everything you see is agreeable to you... If there is something you do not like, then change it... Now check that which you can hear is pleasant. If not, change it in such a way that it is pleasant... Is the temperature to your liking? If not, you can change the temperature now... Can your body move so that you can feel completely comfortable?... Can you take a position in which you feel good? If something is still wrong or amiss change it to suit you... Are the smells that you can smell pleasant?... You can change these too so that you can feel completely comfortable... If you now sense that you feel completely secure and comfortable in your own inner safe space, then think of a gesture, eg a nod of your head or a thumbs up... You will be able to do this small gesture in the future and it will help you to quickly return to your inner safe space... If you want to, you can make the gesture now... You will now have a few minutes of silence just to remain in your safe space.”

After two minutes the facilitator says:

“You will now return to the training venue... To do this, please observe how you are breathing... Feel the chair in which you are sitting and the contact of your feet to the ground... Become aware of the sounds inside and outside the training venue... When you are ready, you can open your eyes.”

- ➡ The facilitator asks participants:
- **“What was it like for you to do this exercise?”**

The facilitator now invites the participants to make a drawing of their own inner safe space. Participants write the date on their drawing and give it a title, if possible. They are asked to keep the drawing and look at it from time to time.

- ➡ The facilitator also asks participants:
- **“How could you use this exercise in your lives as Community Survivor Supporters?”**

11h00 – 12h15

HOW TO ENABLE SURVIVORS TO MOBILISE RESOURCES AND FEEL SAFER

Objectives:

- Gain an understanding of the different ways in which survivors might feel unsafe.
- Learn the importance of assisting survivors to feel safe.
- Learn how to help survivors identify and utilise existing resources.

Materials: flip chart, flip chart paper, markers, small sheets of drawing paper (20 x 30 cm), oil pastels

Time: 75 minutes

“You have just created an inner safe space for yourselves. As a support worker it is important to understand that survivors have a constant feeling of insecurity and that they lack safety.”

The facilitator divides participants into groups of four people. In the groups they must discuss the following two questions and write their answers down on flip chart paper to present their results in the large group:

- **“What are the different ways in which survivors might feel unsafe?”**
- **“What would be the impacts on survivors of feeling unsafe and insecure all the time?”**

The facilitator gives the groups 15 minutes and then gathers them in the large group.

“Something which can help people feel safer is if they are reminded of resources they have access to. These may be inner resources eg coping mechanisms learned from dealing with previous difficult situations. They may also include outer resources such as supportive friends and family members.”

Competent person

“To help you recognise your own resources, you will now get a sheet of paper on which you should draw a person which represents how you are with others and how you feel when you are being competent. You have 15 minutes to complete the drawing.”

“Once the drawing is complete, get into groups of 3 and:

- **explain the drawing, focusing on the resources you have identified**
- **explain how it was it for you to make this drawing**

Each person has 5 minutes.”

Afterwards the facilitator gathers participants in the large group and asks them:

- **“How could you make use of this technique to help the survivors?”**

➡ **Answers should be briefly written down on flip chart by the facilitator.**

“In the exercise we have just completed we focused strongly on people’s inner resources as a means to help people feel safe. There are a number of safety tips, which can also help to ensure safety for survivors and which you need to share with the survivors. From your own experience what are some practical things survivors can do to increase safety?”

The facilitators take ideas from the participants and write these on flipchart paper. The following measures should be included:

THE RESPONSES SHOULD INCLUDE:

- Get out of the house by using some excuse, eg get into the habit of leaving part of the laundry on the washing line until late or take the garbage out late. Once outside keep going.
- Try to take the children with you; you could claim that they will assist you with the tasks or that there is a parent meeting at their school.
- Arrange beforehand with friends or neighbours who can offer you safety to stay with them for a while.
- Keep copies of all important documents eg identification, certificates, receipts of purchases on your person or easily accessible.
- Take the house keys so that you will be able to enter again when you need to.
- Remove valuable possessions from the house one by one, in a manner that is not noticeable.
- Start to develop your own resources eg cultivate friendships, link with relatives, search for employment, learn a new skill.
- Have regular contact with a trusted friend.
- Keep important emergency phone numbers close to you and in different places in the house where you can get hold of them.
- Make sure that your cell phone is charged and that you have enough credit to allow for calls.
- Arrange with a friend or relative who can offer you a safe place a code by means of which you will not need to speak or send a long SMS and which will alert them to you being in danger.
- Keep enough money hidden or with you to enable transport to a safe place.
- Keep knives and dangerous instruments in places where they are not easy to pick up during a fight.
- Remember that if you are not very sure how to use weapons, these can easily be taken away from you and used against you.
- Trust your instinct, sometimes your feelings warn you before the trouble comes.
- No matter what happens in this time of your life, try to eat and sleep regularly, that will help you to make decisions and find solutions.

Before you start the next exercise, participants might need a refresher! (5 – 10 minutes)

12h25 – 13h00**FORMULATING A PLAN OF ACTION****Objectives:**

- Learn how to use the identified resources to approach a personal problem and think of possible solutions.
- Learn that formulating a plan of action is a cooperative exercise involving the survivor and the Community Survivor Supporter.

Preparation: Overhead transparency – “What to Keep in Mind About a Plan of Action”**Materials:** drawing of previous exercise, flip chart, flip chart paper, markers, handout “What to Keep in Mind About a Plan of Action”**Time:** 35 minutes

“We have just experienced how it is possible to use the ‘competent person technique’ to identify and mobilise inner and outer resources. Let us look at all the resources you managed to identify during the ‘competent person’ exercise:”

➡ The facilitator writes answers on the flip chart.

“Before you practise formulating a plan of action, let us consider the important elements that play a role in doing this:

A plan of action should only be worked out with the survivor after:

1. the survivor has had enough time to tell his/her story
2. you have shown him/her that you have listened and tried to understand
3. you have gathered the necessary information (including possible resources)

A good way to move from the survivor’s story to a plan of action is to summarise what s/he has been telling you. Check with him/her whether you understood him/her well. Then you can suggest that the two of you need to think of what to do next.”

The facilitator shows the group a list of what to keep in mind about a plan of action (overhead transparency):

“What you should keep in mind about a plan of action is the following:

1. It should provide the survivor with as much safety as possible.
2. It should be realistic.
3. You can make suggestions to the survivor, but s/he must make a choice to take up your suggestions or not. S/he has to be comfortable with the plan of action.
4. You need to get a commitment from the survivor that s/he will do certain things.

➡ A useful way of doing this is to get the survivor to say in his/her own words what s/he will do. You can say something like:

“I just want to make sure that we both have the same understanding of the plan of action. Can you tell me what you will be doing next, before we see each other again in a week’s time?/Can you tell me what we agreed on?”

After giving this lecture the facilitator distributes the handout “What to Keep in Mind About a Plan of Action”.

“After lunch break we will see how it is possible to use the ‘competent person’ technique as a basis to formulate a plan of action to deal with a problem you are currently facing. Please during the lunch break think of such a problem which you would be willing to share with your group of three.”

LUNCH: 13h00 – 14h00

What to Keep in Mind About a Plan of Action

A plan of action should only be worked out with the survivor after:

1. the survivor has had enough time to tell his/her story
2. you have shown him/her that you have listened and tried to understand
3. you have gathered the necessary information (including possible resources)

A good way to move from the survivor's story to a plan of action is to summarise what s/he has been telling you. Check with him/her whether you understood him/her well. Then you can suggest that the two of you need to think of what to do next.

What you should keep in mind about a plan of action is the following:

1. It should provide the survivor with as much safety as possible.
2. It should be realistic.
3. You can make suggestions to the survivor, but s/he must make a choice to take up your suggestions or not. S/he has to be comfortable with the plan of action.
4. You need to get the commitment from the survivor that s/he will do certain things.
 - ➡ A useful way of doing this is to get the survivor to say in his/her own words what s/he will do. You can say something like:

"I just want to make sure that we both have the same understanding of the plan of action. Can you tell me what you will be doing next, before we will see each other again in a week's time?/ Can you tell me what we agreed on?"

14h00 – 15h15**FORMULATING A PLAN OF ACTION (CONTINUED)**

Time: 1 hour 15 minutes

Participants return to the previous groups of three. One member volunteers as 'survivor' and tells a problem s/he is currently experiencing. The other two listen, using all the skills they have learnt. They then help to formulate a plan of action together with the 'survivor'. The group has 15 minutes to complete this.

The facilitator gathers the subgroups into the big group. The 'survivors' tell what it was like for them to formulate a plan of action. Then the 'Community Survivor Supporters' relate their experiences of this exercise. (15 minutes)

➡ Key points should be written down on the flip chart by the facilitator as the basis for the following comparison.

After the discussion participants return to their groups of three. One other volunteer 'survivor' shares his/her story with the other two. Again a plan of action is formulated.

The facilitator gathers the subgroups into the big group. The 'survivors' tell what it was like for them to formulate a plan of action. Then the 'Community Survivor Supporters' relate their experiences of this exercise. (15 minutes)

➡ Key points should be written down on flip chart by the facilitator. Then the answers should be compared to the previous answers.

Facilitator might focus on the following aspect: Could they use the comments made in respect of the first round to expand their ability to formulate a plan of action this time?

“It is also good to make a follow-up appointment to ensure that the survivor is indeed doing better or to have more time to address issues.”

BREAK: 15h15 – 15h30

15h30 – 16h30

REVIEW & QUESTIONS

Objectives:

- Review what has been learnt and gain clarity about the themes that were dealt with.

Materials: mind map, flip chart, flip chart paper, markers

Time: 60 minutes

The facilitator uses the mind map as a basis to review the modules of the past four days together with the participants.

➡ Participants have the opportunity to ask questions.

“Tomorrow you will learn about and practise another important skill that you need as Community Survivor Supporters, namely assertiveness.”

16h30: END OF DAY 4

08h00 – 08h15 RECAPITULATION

08h15 – 10h00 ASSERTIVENESS I – WHAT IS ASSERTIVENESS?

Objectives:

- to help participants understand what assertiveness is, and other kinds of behaviour.

Materials: flip chart and pens; handout on “Assertive Rights”

Time: 1 hour 45 minutes

Introduction:

The facilitator asks “**What is assertiveness?**”

- ➔ The facilitator asks participants to translate the word into all the languages used by the participants.

“Training on assertiveness will help you in your role as Community Survivor Supporters – and in your personal lives.

In our daily lives we find situations where we are unhappy or angry with what people say to us, or with what people do. We cannot control our physical reactions to feelings. For example when we are frightened we may shake, sweat, feel rooted to the spot.

Different people react to things that make them angry or unhappy in different ways. Although we cannot control our physical reactions, we can control the way we respond to situations where we are unhappy or angry.

Let’s look at some of the ways we can respond to things that make us angry or unhappy. Can anybody think of a time recently when something made you angry or unhappy? How did you behave? What did you do?”

The facilitator divides one piece of paper flip chart paper into 4 – these will become 4 headings: aggressive; indirectly aggressive; passive/avoidant; and assertive. The facilitator slots each idea into the relevant box, and explains that these are being put into different sections which will be discussed later.

When the brainstorm is finished, the facilitator starts with aggressive and asks if anyone can explain what type of behaviour that is. Then s/he covers indirectly aggressive, passive/avoidant, then assertive. (The facilitator gets the Afrikaans and other language words for all of them.)

THE FOLLOWING SHOULD BE INCLUDED:

1. Aggressive:

- shouts, insults
- demands – doesn't negotiate
- attacks the other person
- leaves the other person feeling hurt, humiliated or guilty

2. Indirectly aggressive:

- makes other feel guilty to get what they want
- manipulates others
- may appear pleasant on the surface, but seeks to control, manipulate or sabotage the other person
- does not engage in confrontation for fear of losing

3. Passive/avoidant:

- very quiet or silent
- apologises or agrees when they don't want to
- puts themselves down
- doesn't make it clear how they feel or think
- depends on the approval of others

4. Assertive:

- states own opinions and feelings clearly, honestly and appropriately
- not dependent on the approval of others
- looks people in the eye, stands straight and has "open" body posture

The facilitator discusses whether "looking people in the eye" is acceptable in the culture. Might it be different if you are talking to your child or a Traditional Leader, or is it always OK to do this? (Participants may disagree with each other – they have the choice to use what aspects of assertive behaviour are acceptable for them.)

"Reflect for a moment. What type of behaviour explains how you generally behave? What type of behaviour do you think is the best for the person using it – and to deal with the situation?"

None of these behaviours are 'bad' in themselves. It depends on the situation and we will look at some of these situations in the next session. For now, I would like us all to practice being assertive."



Passive

Assertive

The facilitator gives the Handout “Assertive Rights” to participants.

➡ **The facilitator asks** each participant to stand up and assertively read out one of the rights (some of these may be repeated, depending on the number of participants). S/he then asks if anyone is surprised or has a problem with any of these. Discussion.

“Can you all think of something that you have thought should happen during the training and you wished you or someone else had asked for?”

(Examples may be: “please translate that into Afrikaans”; “we are tired; can we have an energiser now?”; “it’s 13h05 – can we have the lunch break now?”).

“Everyone respects each other in this room and you have the right to ask for such things – not only in this session but throughout the training.”

The facilitator then asks each person in the room to ask/say one of the questions/statements assertively. If participants have not understood how to be assertive and are behaving aggressively or passively, the facilitator should explain again what is needed and ask them to repeat the question/statement until they are behaving assertively.

Next, the facilitator splits the participants into pairs.

“You have 10 minutes to prepare for this exercise. Each of you should think of a situation in your life where you would like to ask someone something, or tell someone something but you have not, because you are/were scared to do so. Each must think of a short question or statement and phrase it in an assertive way. You will then each role play this, standing in front of the group. One person will role play the assertive person, looking at their partner. The partner just listens and does not respond. Then the facilitators and the other group members will make suggestions if they feel the “assertive” person could have improved.”

After the role plays, the facilitator asks the ‘assertive’ person how it felt (some may have felt very uncomfortable; some empowered), asks the group for comments first on how the ‘assertive’ person could have improved, then makes their own comments.

A good way for the facilitator to do this is to make a positive statement first (eg “the way you stood was very good”), then follow it by pointing out something that could be improved (eg “I think you could have made more eye contact”), and finish with something positive (eg “you made a very clear statement of what you needed – well done!”).

Then the partner plays the assertive person with the same procedure being followed.

Then the next pair do the role play and so on until everyone has behaved assertively standing up in front of the group.

“In conclusion, I want to emphasise that behaving assertively is a skill which becomes easier the more you practice it. Practicing for difficult encounters with a friend or in front of a mirror can be helpful. And I hope you will all practice throughout the rest of this training.”

BREAK: 10h00 – 10h30

ASSERTIVE RIGHTS

1. I have the right to ask for what I want (realising that the other person has the right to say "No").
2. I have the right to refuse requests.
3. I have the right to have an opinion, feelings and emotions and to express them appropriately.
4. I have the right to make my own decisions and to cope with the consequences.
5. I have the right to change my mind.
6. I have the right to make mistakes and be responsible for them.
7. I have the right to say "I don't know", and "I don't understand", or "I don't know how I feel" or "I need more time to think" without apology.
8. I have the right to be listened to and taken seriously.
9. I have the right to choose not to assert myself.
10. I have the right to privacy.

10h30 – 12h00**ASSERTIVENESS II –****CHOOSING ASSERTIVENESS AND OTHER BEHAVIOURS****Objectives:**

- Consider which behaviour will be more effective in different situations.

Preparation: Prepare the flip chart with the questions and situations**Materials:** Flip chart, marker pens**Time:** 1 hour 30 minutes

The facilitator returns to the flip chart with the characteristics of different kinds of behaviours, used in the previous session, and reviews them. Then the facilitator explains:

“No-one is assertive, passive/avoidant, indirectly aggressive or aggressive all the time. We all adopt each type of behaviour some of the time depending on the situation. For example someone may behave assertively at work, but not at home or vice versa.

Aggressive, indirectly aggressive, passive/avoidant and assertive behaviours are learned based on our families and our own previous experiences. Because they are learned and 'not part of us', we can replace them. This session aims to give you more choices about how to behave in difficult situations.”

The facilitator then splits the group into 4 small groups – giving each group 1 situation each to discuss for 15-20 minutes:

The facilitator puts the following questions and situations up on the flip chart:

“In the situation you have been given, how could you react if you were

- a) aggressive**
- b) indirectly aggressive**
- c) passive/avoidant**
- d) assertive?**

What do you think would be the behaviour most likely to get the result you want?”

- 1) You are being followed in the street by a suspicious looking man. You want him to stop following you.

(Answer: assertive behaviour would probably be the best – telling him “I want you to stop following me”. Aggressive behaviour could also be justified “Stop following me!”. The other 2 behaviours would not be effective in this instance.)

- 2) Your boyfriend/girlfriend comes home drunk after being paid by his/her employer for the month. You want money from him/her to buy food.

(Answer: indirectly aggressive “Please give me some money; if you don’t the children won’t have food” or passive “I think I’ll wait to ask her/him tomorrow when s/he is sober”, would work here. Being aggressive towards a drunk person is asking for trouble and even assertive behaviour might prompt a bad reaction from a drunk boyfriend/girlfriend.)

- 3) You are stopped by a traffic officer for speeding – you are taking your mother, who is very ill, to the hospital and were just over the speed limit. You want him not to give you a ticket.

(Answer: passive “Please officer, I am so sorry, I need to get my mother to the hospital urgently” would be best here. Aggressive or assertive could make the traffic officer angry.)

- 4) Your employer promised to pay you today, but makes no mention of your money. You want to get paid.

(Answer: assertiveness “Please can you give me my money now?” – this is your right, but your employer may have just forgotten. If you are aggressive “Give me my money!” this would probably make the employer angry – which you do not want.)

The facilitator asks for feedback from each group and discusses the responses.

The facilitator then gives the answers and deals with any disagreements.

The facilitator asks the group for some examples of situations where they are unsure which behaviour would be best, and a clear explanation of what outcome they want they want from the situation.

Discuss the situations and which would be the most appropriate behaviour. Some of the participants could be asked to role play these situations.

The facilitator finishes by concluding that not all situations can be dealt with successfully. There are many factors which should be taken into account such as the personalities of the people involved, the personal history the people have and the timing of the request/statement.

12h00 – 13h00**ASSERTIVENESS III – BROKEN RECORD TECHNIQUE****Objectives:**

- Practice the broken record technique while making requests in an assertive way.

Materials: flip chart, pens, man's hat**Time:** 1 hour

Introduction:

“We are now going to do a role play for you. You should decide what kind of behaviour is being shown.”

Trainer 1 is the mother of a child born outside of marriage. Trainer 2 is the father of the child (wears a hat).

Role play: Trainer 1 plays an assertive mother; Trainer 2 plays an aggressive father.

The script goes like this:

Mother: Our daughter is going to start school in 2 month's time. I need you to give me N\$200 next month to help pay our child's school fees and school uniform. Then I want a regular payment – say N\$100 per month to help maintain her.

Father: (aggressively) why should I help? You have a job and a boyfriend!

Mother: It's YOUR legal responsibility to help me maintain her. I need N\$200 next month and N\$100 each month after that.

Father: But I can't afford that!

Mother: (calmly) I know how much you earn. You **can** afford it. If you keep refusing, I will go to the Maintenance Court.

Father: OK. But don't keep running back to me asking me to give you more than that.

Mother: Thank you. This money will help our daughter.

Ask participants what kind of behaviour the mother and the father showed. Why do they think the father agreed? Make sure they cover:

- she asked for what she wanted specifically and directly
- she didn't give up
- she kept calm, spoke assertively and looked assertive
- she told him what the implications of his refusal would be
- she stuck to her statement and repeated it (This is called the “broken record” technique – you know if an old record was stuck and you'd hear the same phrase or music over and over again? That's what this refers to)
 - ▶ broken record technique
 - ▷ Use a short phrase or sentence to make your request.
 - ▷ As often as necessary, calmly repeat your request (using the same or different words).

- ▷ Acknowledge the feelings of the other person if necessary, but repeat the request.
- ▷ Slow down when you speak.
- ▷ Use assertive body language (stand up straight, look the person in the eye).

“Does anyone have an example they would like to practice which uses the broken record technique?”

If not, take the following examples.

Group work:

The facilitator splits the participants into groups of 3 (more than one group can do the same example). Each group should prepare a role play in which one person is the assertive person, one person the difficult person and the third person is another character.

1. You have been helping a survivor of domestic violence. The abuser comes to your house. You tell him to go away in an assertive way.
2. You go to the Magistrate's Court with a survivor to apply for a protection order. The clerk says she cannot apply for a protection order because she is married. You tell him she CAN apply, in an assertive way.
3. A survivor comes to you because her boyfriend has violated a protection order. You go to the police and the police officer says she cannot arrest him. You tell her that she should arrest him, in an assertive way.
4. You have been helping a child survivor of rape. On the day of the court case members of the public come into the court. You tell the magistrate, in an assertive way, that the court must be closed to the public and media.

The groups then each do the role play in front of the rest of the group. The facilitator asks each role player how they felt. The facilitator and the other group members then give constructive comments to the person who was playing the assertive role.

“Assertive behaviour needs practice. If you use assertive behaviour regularly you will increase your own self-esteem and others will start to change the way they behave with you.”

Conclude by saying that when you are a Community Survivor Supporter, you will come across situations which make you unhappy or angry. Thinking about how you can respond in an assertive way will help you deal with those situations as well as others in your personal life.

Tell participants they have worked very hard. They will now get a free afternoon.

“This week has covered basic counselling skills and assertiveness. Next week we will look at gender, culture and the laws which protect people from gender-based violence. This will give you the knowledge of the law you need to support people in the community effectively. You will also get the chance to practice your counselling skills more. Finally, you will get the opportunity to bring all your skills and knowledge together on the last day.”

LUNCH: 13h00 – 14h00

14h00: END OF DAY 5

WEEK

2

NOTE: during this week's modules, energisers and relaxers have not been inserted. Check the energy levels of the participants frequently and ask them to suggest energisers and relaxers or repeat favourites from the first week. Also be aware that some of the content may have an impact on participants who have been raped or experienced domestic violence in some form. If a participant appears upset, gently offer to speak to them during the next break – or ask one of the other facilitators to do so.

08h00 – 09h00

REVIEW OF THE PREVIOUS WEEK

Objectives:

- Remind participants of how far they have come and give them an oversight of the week ahead.

Preparation: prepare a flip chart of the topics to be covered in the week ahead

Materials: Flip chart and marker pens

Time: 1 hour

“Welcome back. Last week you learned a lot. Now I would like you to turn to the person next to you and share:

- **the most important things you learned**
- **any topics that you are unclear about or want more information on”**

The facilitator takes feedback from all the pairs. If anything is unclear, the facilitator should make space in this session to review the main points of unclear issues.

The facilitator shows the flip chart featuring the topics which will be covered in the week ahead, and asks for any feedback or comments. (It may be, for example, that all the participants have already been trained on the Combating of Domestic Violence Act – in which case the facilitator may decide to cut the amount of time devoted to that law and increase the time for another law.)

09h00 – 10h30**CULTURE AND GENDER****Objectives:**

- Focus on the meaning of culture and begin exploring what culture means.
- Look at the ways in which tradition and culture determine beliefs about women and men, and the impact of those beliefs.
- Look at myths about gender.

Materials: flip chart and pens**Time:** 1 hour 30 minutes

The facilitator divides the participants into groups of 3 to discuss what culture means to them.

The participants share their ideas and insights.

The facilitator writes the word “culture” in big letters on the flip chart and then writes all the words suggested at different angles around it (for example: ceremonies, way of walking, way of talking, dress)

Next, the facilitator breaks participants into small groups and ask them to discuss the following questions:

- a) What did you learn being a girl/boy when you were a child? (Answer on separate lists for girls and boys)
- b) Where did you learn it?
- c) What are the effects on you today?

The participants share their insights in the whole group.

The facilitator then lists on a flip chart all the traditional and modern stories, songs, games, sayings, proverbs or rhymes participants can think of from their own childhood which concern women’s and men’s roles.

The facilitator should give input on the meaning and use of myths (see below) and give a summary of the discussion.



Notes for the facilitator on gender and myths

Most societies have a set of myths. These are narrative stories about who we are – or who we are supposed to be. The key function of myths is to explain how things got to be the way they are and how or why they stay that way. Myths have nothing to do with fact; they are told as entertainment, or at times to deny the truth. Myths can also be fairy tales – an untrue depiction of reality.

Myths are always told at the early stages of a child's life and can have a great subconscious impact.

These messages that we learnt as a child became a part of us (we 'internalize' them) and they colour our view of what is 'natural'. For example, it is seen as natural for women to be weak and soft, and for men to be strong and powerful. People who do not act according to the roles that myths portray may suffer criticism and isolation. Such people may feel guilty or ashamed for being different and try to censor themselves. Another myth that most people believe is that what happens in a family and in a family home, eg incest, child abuse and battering, is private.

It is important that the community is shown why these myths are not true and that we speak out against them. These myths cut across race, culture, class, gender, and location. They affect both women and men and have become a big obstacle to making change and improving the lives of women who have been oppressed by men for so long.

Note: modern culture has its own myths especially such as those related to HIV/AIDS, for example that it is always women who are the carriers of the disease, and that sex with a virgin will cure HIV/AIDS.

BREAK: 10h30 - 11h00

11h00 - 13h00

WHAT IS GENDER?

HOW GENDER STEREOTYPES CONTRIBUTE TO VIOLENCE

Objective:

- Understand the difference between sex and gender and how gender stereotypes contribute to violence.

Materials: flip chart and pens, handout on sex and gender

Time: 2 hours

1. The facilitator asks participants **“What do you understand by gender?”** and write the answers up on a flip chart. (This will be referred to after the next section so that any misunderstandings can be clarified.)
2. The facilitator divides a flip chart into 4 sections: male permanent; female permanent; male changeable; and female changeable.
3. The facilitator asks participants what differences there are between men and women (physical appearance, behaviours, attitudes etc). For each, the facilitator should ask whether it is permanent or changeable and then write it on the flip chart in the relevant section.
4. A stereotype is a preconceived and over-simplified idea of the characteristics which typify a person or thing – such as “all women talk too much”. If the participants have not identified stereotypes related to violence (eg men are “macho”/aggressive; head of the household/decision-maker; entitled to more than one girlfriend) the facilitator should check that participants agree with these as stereotypes and add them.
5. The facilitator then explains what sex differences and gender differences are (see handout below) and points out that the participants have identified these concepts themselves. Return to the first flip chart and clarify any misunderstandings.
6. Discuss with the participants how the stereotypes above (and any others raised) contribute to violence. Examples may include: men are seen as the “hunters” of women and expected in many cultures to have multiple sexual partners and men are described as “head of the household” and expect women to obey them.
7. The facilitator concludes by explaining that the Married Persons Equality Act says that **legally** the man is not the head of the household any more (although married couples can decide between themselves who will make decisions about what issues). The next session will cover the basic principles of the Married Persons Equality Act.

LUNCH: 13h00 – 14h00

Definition of Sex

Sex refers to the physical characteristics which are used as the basis for classifying humans as female or male.

Definition of Gender

Gender refers to the behavioural norms and social roles associated with men and women in a particular community. These are not universal, but are learnt or acquired. They vary from one society to another and change over time.

These definitions are based on those used by the World Health Organisation, the International Labour Organization and other United Nations agencies.

A simpler definition is:

Sex differences describe the permanent physical characteristics which are different for women and men. Gender refers to the roles and characteristics **expected** of men and women, which change over time and from culture to culture.

14h00 - 15h15

MARRIED PERSONS EQUALITY ACT I – UNDERSTANDING DIFFERENT TYPES OF MARRIAGES AND MARITAL PROPERTY REGIMES

Objective:

- Understand different types of marriages and marital property regimes.

Materials: flip chart, marker pens and prestik. For the role play 3 pots (optional), pictures from magazines such as of houses, cattle, goats, chickens, furniture, cars, jewellery, money (or use the illustrations below, or use children's toys representing some or all of these items).

Time: 1 hour 15 minutes

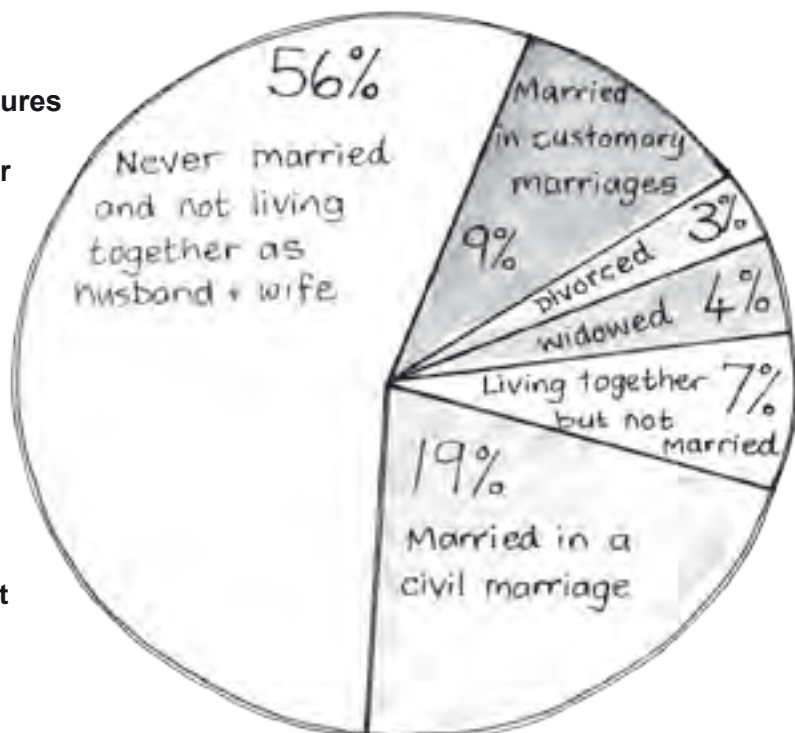
“In the next session we will look at what is in the Married Persons Equality Act, but first we need to understand the different types of marriage and marital property regimes.

There are two different types of marriage: civil marriage and customary marriage. Civil marriage is marriage before a legal marriage officer – a pastor or priest in a church, or a magistrate at the magistrate's court. A marriage certificate is issued after a civil marriage, and it is registered with the government. Customary marriage is entered into according to the customs and traditions of a certain community. As of February 2007, customary marriage is not registered and there is no marriage certificate to prove that it has taken place.

At the time of the 2001 national census, about 19% of people aged 15 and above were married in civil marriages and about 9% were married in customary marriages. About 7% were living with a partner without being formally married. About 3% were divorced or separated, about 4% were widowed. Over 56% had never married and were not cohabiting (living together as husband and wife) at the time of the census.”

The facilitator asks:

- “Is there anything about these figures that surprises you?”
- Is there is any legal protection for people cohabitating – such as sharing property if the couple split up, or inheriting after death?” (The answer is no – unless an item such as a car has clearly been bought in both their names.)
- “Do married participants know what marital property system applies to their marriage?”
- Do unmarried participants know what property system would apply to their marriage if they were to get married tomorrow?”



“Civil marriages may be in community of property, out of community of property, or based on the accrual system. As of February 2007, the default system (the system that you get if you don’t make another arrangement) is different for different people in different parts of the country. The rules which determine which systems apply to which couples are based on race and on the place where you live. I will explain more about that later. First we need to be very clear about the different marital property regimes.”

Role play: The facilitator uses the following role plays to ensure participants understand the different marital property regimes. The facilitator should use about 10 pictures out of magazines that show property (or use the pictures on the following page, or use children’s toys). Examples could be:

- houses
- cattle, goats, chickens
- cars
- furniture
- money
- clothing
- jewellery

The facilitator asks two participants to stand up and pretend to be the married couple.

For marriages ‘in community of property’, the facilitator writes this heading on the flip chart and draws a big pot (or uses an actual pot). S/he gives the ‘wife’ some of the pictures and the ‘husband’ some others, keeping some pictures back. The ‘man’ and ‘wife’ are asked to stick (with prestik or sellotape) ‘their’ property in the pot, saying that this was the property they each had before marriage. The facilitator explains that the two people are now married and since the marriage they have got new property (and hands it to them). The facilitator asks participants what they think happens and where it goes. Explain ‘in community of property’ (see handout below).

For ‘out of community of property’, the same exercise is carried out, but 2 pots are drawn (or used). (Husband and wife keep their property separate in their own pots.)

For the accrual system the facilitator draws (or uses) two small pots and one big pot. (The property acquired before marriage stays in the husband’s and wife’s separate pots, but the items acquired during marriage go into the big pot to be shared equally when the marriage comes to an end.)

The facilitator asks participants what would happen to the property if they got divorced? (In ‘in community of property’, the spouses share the whole pot equally. In ‘out of community of property’, the spouses keep their own property. In the accrual system the spouses keep what they brought in to the marriage and share equally everything that either of them earned or bought during the marriage.)

“The default system which applies to most civil marriages in Namibia is ‘in community of property’. People who intend to marry can enter into an ante-nuptial contract if they want to adjust the default position. An ante-nuptial contract is a special written agreement which is concluded before the marriage and registered at the office of the Registrar of Deeds.

Because of the influence of Namibia’s apartheid history, the default position on marital property is different for some people in Namibia. The *Native Administration Proclamation 15 of 1928*, which is still in force in post-independence Namibia, makes a different rule for all civil marriages between “natives” (as they are called in this Proclamation) north of the old “Police Zone”, in the areas then known as Owamboland, Kavango and Caprivi, which take place on or after 1 August 1950. These marriages are automatically “out of community of property”, unless a declaration establishing another property regime was made to the marriage officer within one month before the marriage takes place. The theory behind the law seems to have been the protection of multiple wives in cases where one or more customary marriages took place before the civil marriage in question.



The colonial authorities seem to have thought that an ‘out of community of property’ regime would make it easier for these customary law wives to retain a share of the household assets (which under customary law would often include the assets brought into or earned during the marriage by the customary law wives, which might be interpreted as being ‘owned’ by the husband).

None of these three basic systems accurately describe the property arrangements in customary marriage. There are different approaches for different communities, and even sometimes within the same community. The question is complicated by polygamy and by the payment of *lobola* in some communities, and some traditions such as who can keep cattle and certain household goods.

For those of you who are in civil marriages, did you know you had a choice about which property regime you would like to have for the marriage. If you knew about the options, did you have clear and full information? (Discuss)

For those of you married in customary marriages, did you have a choice about whether to marry under civil or customary law? Did you understand the different possibilities? (Discuss)

For anyone who is married, was there pressure from the intended spouse or the family or the church to choose a particular form of marriage or a particular property regime?” (Discuss)

The facilitator asks what problems a woman or a man might experience from lack of knowledge about the different kinds of marriage and the different property regimes. S/he asks participants to think of problems which could arise during the marriage, upon divorce or upon the death of one spouse.

The facilitator concludes by stressing the importance for women and men to understand the different property regimes before they get married.

BREAK: 15h15 – 15h30

15h30 – 16h30

MARRIED PERSONS EQUALITY ACT II – KEY PROVISIONS OF THE ACT

Objective:

- Understand the key provisions of the Married Persons Equality Act.

Materials: flip chart and pens, copies of the Legal Assistance Centre's Guide to the Married Persons Equality Act and handout "Marital Property Regimes"

Time: 1 hour

"The purpose of the Married Persons Equality Act is to remove some forms of discrimination in marriage so that the Namibian law is in line with the Namibian Constitution, which says in Article 14: 'Men and women ... shall be entitled to equal rights as to marriage, during marriage and at its dissolution'.

To realise how important this Act is, we need to understand the idea of MARITAL POWER and remember the different property regimes that we covered in the last session.

Does anyone know what 'marital power' was, and how it affected women?"

('Marital power' was a husband's legal power over his wife and her property in a civil marriage. It meant that the wife was treated like a child in the eyes of the law. She could not do many things without her husband's consent. She could not for example:

- buy or sell property – the husband controlled all property even if it was the wife's separate property
- sign a contract
- take out a loan)

"The Married Persons Equality Act got rid of this idea of marital power. This means husbands and wives now have equal power within a civil marriage to do all of those things.

Before the Married Persons Equality Act, marital power gave the husband the right to control the joint estate and buy and sell things from it, but the wife could not buy or sell most things without her husband's consent.

The Married Persons Equality Act repeals the previous legal position that the husband was the 'head of the household'. Families are free to decide amongst themselves how they handle family decision-making but the law will not automatically support the opinion of the husband over the opinion of the wife.

The Married Persons Equality Act says that those married IN community of property must now AGREE to sell, give away or borrow against important joint assets such as the house, furniture and livestock. They must agree before taking out a loan which is secured by joint property. Neither can do these things independently.

For those married OUT of community of property, what happens?"

(Husband and wife each have separate belongings and debts throughout the marriage, although the cost of household necessities is supposed to be shared between the spouses according to their respective means. The Married Persons Equality Act says a husband and wife married OUT OF community of property can each buy or sell their own belongings or take out loans against their own property themselves. Previously 'marital power' gave the husband the right to control his wife's property as well as his own.)

Previously the father was the sole guardian and had the power to make important legal decisions on behalf of a child. Now both parents are **EQUAL** guardians. Normally they will make legal decisions about the child together but they have equal power to do so separately (unless this relates to fundamental issues, such as adoption, removing a child from Namibia or selling land belonging to the child).

Previously there were different ages for boys and girls to enter civil marriages (for a boy it was 18, for a girl 15). Now boys and girls cannot marry without state consent under the age of 18. If they are under 21, they still need consent from both their parents. The minimum age for customary marriage is not entirely clear at present, but there have been proposals to make it the same as for civil marriage.

Some inequalities in **CUSTOMARY** marriage remain in place – such as inheritance and the rights of husbands and wives over property. There will probably be new laws in the future to stop these inequalities.”

Group work: Will you marry me?

The facilitator splits the group into 3 small groups. S/he gives each of them the handout and ask them to discuss the answers (group 1 starts with case 1, then goes on to case 2, then case 3, group 2 with case 2 etc). The participants give feedback in the main group.

Case 1:

Amalia and her boyfriend Petrus live near Oshakati. He has 80 cattle and communal farm land. They have 2 children together. Amalia is unemployed. Petrus is going to ask Amalia to marry him and look after the house and the children.

Amalia knows about the different marital property regimes. When Petrus asks her to marry him, she says

“Yes, if we marry (saying which property regime she wants).

Which property regime do you think she would prefer and why?

The facilitator should make sure the point is understood that Petrus will accumulate more cattle while Amalia will not earn anything. It would be better for her to marry him **IN** community of property so that, if they divorce or he passes away first, she will share the wealth that he has gained – and thus receive some benefit for the years she has spent caring for the family.

Case 2:

Rudolph works as a gardener 3 days a week with different employers. He has been going out with Rosa for 2 years. He used to gamble but has been persuaded by Rosa to give this up. Rosa has a good job at a ministry and she would now like to get married and have children. Rudolph is going to ask Rosa to marry him.

Rosa knows about the different marital property regimes. When Rudolph asks her to marry him, she says

“Yes, if we marry (saying which property regime she wants).

Which property regime do you think she would prefer and why?

The facilitator should make sure participants have considered that Rudolph could start gambling again, so it would be better for Rosa to marry him **OUT** of community of property so that she safeguards her savings and income for herself and the children they may have.

Case 3:

Hans is a German Namibian who lived in Germany for 5 years, where he bought a house. He returned to Namibia a year ago and intends to settle here permanently. Hans has just met and fallen in love with Lizelle. They are both lecturers at the Polytechnic. Hans is going to ask Lizelle to marry him.

Hans knows about the different marital property regimes. He says to Lizelle:

"Will you marry me? (saying which property regime he would prefer).

Which property regime do you think he would prefer and why?

The facilitator should point out that Hans and Lizelle both have good jobs so can contribute equally in a financial way to setting up home together. But Hans might want to secure the house in Germany for himself in case the marriage goes wrong, so the accrual system might be best for him.



16h30: END OF DAY 1

Will you marry me?

Case 1:

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Amalia knows about the different marital property regimes. When Petrus asks her to marry him, she says

"Yes, if we marry (saying which property regime she wants).

Which property regime do you think she would prefer and why?

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Rosa knows about the different marital property regimes. When Rudolph asks her to marry him, she says

"Yes, if we marry (saying which property regime she wants).

Which property regime do you think she would prefer and why?

Case 3:

Hans is a German Namibian who lived in Germany for 5 years, where he bought a house. He returned to Namibia a year ago and intends to settle here permanently. Hans has just met and fallen in love with Lizelle. They are both lecturers at the Polytechnic. Hans is going to ask Lizelle to marry him.

Hans knows about the different marital property regimes. He says to Lizelle:

"Will you marry me? (saying which property regime he would prefer).

Which property regime do you think he would prefer and why?

Marital Property Regimes

Marriage IN community of property:

A marriage in community of property means what you acquire before and after marriage become part of the joint estate. This means both spouses are entitled to 50% of the joint estate on divorce or death. Debts are also shared by both spouses. This is the default position for most couples in Namibia. These couples can change to another marital property system by making an ante-nuptial contract. An ante-nuptial contract is a special written agreement which is finalised before the marriage takes place and registered at the office of the Registrar of Deeds. It is not possible to make an ante-nuptial contract after the marriage, and it is usually not possible to make any changes to an ante-nuptial contract after the marriage. An ante-nuptial contract made before the marriage could apply “out of community of property” or the accrual system.

Marriage OUT of community of property:

In this system of marital property, whatever was acquired before marriage and after marriage does not belong to both spouses. Each spouse has only ownership/control of what they acquired. They each keep their own earnings. In terms of an old law of 1928, which is still in force in post-independence Namibia as of February 2007, this system is the default position for all civil marriages between blacks north of the old “Police Zone” (in the areas then known as Owamboland, Kavango and Caprivi) which take place on or after 1 August 1950. This default system can be changed only if a declaration choosing another property system is made to the marriage officer within one month before the marriage takes place. Once the marriage has taken place, it is too late to change.

The accrual system:

The only way to get this system is to make a written agreement before the marriage takes place. This should be part of the agreement filed with the Registrar of Deeds or the declaration made to the magistrate. Both spouses make lists of what they acquired before marriage, and the belongings listed do not form part of matrimonial estate. If the marriage comes to an end, all of the property and money that was added to the husband's and wife's belongings during the marriage are divided equally between them. Debts are not shared.

08h00 REVIEW

Review the previous day as in the previous week.

08h15 - 10h30 COMBATING OF DOMESTIC VIOLENCE ACT I – TYPES OF VIOLENCE AND DOMESTIC RELATIONSHIPS

Objective:

- Understand the law on domestic violence – the types of violence covered and the definitions of what a domestic relationship is.

Materials: flip chart, marker pens, paper, copies of Legal Assistance Centre's (LAC) Guide to the Combating of Domestic Violence Act as handouts

Time: 2 hours 15 minutes

Introduction:

“Domestic violence is violence towards a family member or someone who is in a relationship with the abuser. Although women can be abusers, it is women and children who are most often victims of domestic violence at the hands of men. When children are the victims, the violence is often referred to as “child abuse”. Domestic violence is particularly disturbing because the home and the family should be the place where people can feel the most safe and secure.

Domestic violence continues to be widespread. A study carried out in Windhoek published in 2003 by the World Health Organisation and Ministry of Health and Social Services found that one in five women is in an abusive relationship, and more than a third of women report having suffered physical or sexual abuse at the hands of an intimate partner. More than six out of every ten women who find themselves in such violent relationships do not seek help. Further, more than one in every five women in an abusive relationship does not speak to anyone about her situation.”



Role play:

The facilitator splits the participants into 4 groups and gives each group two pieces of paper each with one type of abuse written on it (eg “physical abuse”, “economic abuse”). Participants are asked to prepare a role play for each one and then act it out in front of the group (without revealing what kind of violence is being portrayed). Participants should be reminded not to hurt each other. The survivors should be de-rolled after each role play.

Afterwards, the role plays are discussed. Ask the role players “What was it like for you to have this violence directed at you? To behave violently? To be a by-stander? etc” Ask the other participants “What kind of abuse do you think this was?” Add in anything that has been missed, giving other examples of that type of abuse, and correcting anything that was not domestic violence under the law.

TYPES OF DOMESTIC VIOLENCE:

1. **Physical abuse**, including beating, kicking, burning, choking. This also includes detaining someone by force, or depriving them of food, water, clothes or shelter.
2. **Sexual abuse**, which is rape or forcing someone to engage in any form of sexual contact, or making someone look at sexual material (such as pornographic magazines).
3. **Economic abuse**, including depriving someone of things or money they need to live or should expect to have (such as food or their own wages).
4. **Intimidation**, which is intentionally making someone afraid – by threats or other sorts of behaviour.
5. **Harassment**, which is repeatedly following or communicating with someone in an unwelcome way. (This is sometimes known as stalking.)
6. **Trespass**, which is entering the home or property of someone without their consent (when they do not share the same home).
7. **Emotional, verbal or psychological abuse**, which requires a **pattern** of serious degrading or humiliating behaviour, such as repeated insults or obsessively jealous behaviour, to be domestic violence under the law.

Threats or **attempts** to carry out any of these acts are also domestic violence.

It is also domestic violence if a **child** is allowed to see physical, sexual or psychological abuse against a family member.

What is a domestic relationship?

“We now need to understand which people are in what are called ‘domestic relationships’ in terms of the Combating of Domestic Violence Act.”

The facilitator asks participants what domestic relationships they think are covered and writes them up on a flip chart; correcting any misconceptions and making sure the following are covered.

- people who are **married** (civil or customary marriage) or engaged to be married
- people who are **cohabitating** (living together as husband and wife)
- two people who are the **parents of a child** – whether or not they have ever lived together
- **parents and their children**
- other **family members related by blood, marriage or adoption**, IF they live in the same house OR have some other connection between them, such as financial dependency (eg an uncle paying his niece's school fees).
- **girlfriend and boyfriend**

The domestic relationship continues for at least one year after separation (divorce, moving out, etc) – but if two people have a child together they have a domestic relationship as long as that child is alive or for up to one year after the child's death.

Quiz: Is this domestic violence?

To check if participants have understood the types of domestic violence and the need for there to be a “domestic relationship”, the facilitator reads each example and asks participants if this is domestic violence and if so, what kind?

1. **“A child has been naughty and his mother refuses to give him pocket money that week.”** (Answer: No. This is not economic abuse – domestic violence is not about petty things or about parents reasonably punishing children.)
2. **“A teenage girl ends a relationship with a boy. The ex-boyfriend follows her around, watching who she talks to and where she goes.”** (Answer: Yes. This is harassment/stalking.)
3. **“A woman is living with a man. She says she doesn't want to have sex with him because he has other girlfriends. He says unless she has sex with him he will have sex with her daughter.”** (Answer: Yes. This is sexual abuse and intimidation.)
4. **“A boss says she will not promote her male assistant unless he has sex with her.”** (Answer: No. These two people are not in a domestic relationship, but this would be sexual harassment under the new Labour Act.)

Check here that the participants understand what sexual harassment is – unwanted and repeated approaches of a sexual nature, which may include words, touches, gestures, showing pictures such as pornographic ones etc.

5. **“A step-father constantly shouts at his step-daughter, swearing at her and telling her she is stupid.”** (Answer: Yes. This is psychological abuse.)
6. **“An employer forces his domestic worker to watch a pornographic movie.”** (Answer: No. These two people are not in a domestic relationship but this would be sexual harassment under the new Labour Act.)

Ask participants for other examples to discuss.

BREAK: 10h30 – 11h00

11h00 – 13h00

COMBATING OF DOMESTIC VIOLENCE ACT II – REMEDIES UNDER THE LAW FOR DOMESTIC VIOLENCE

Objective:

- Understand what remedies there are under the law for domestic violence.

Preparation: Become familiar with the Legal Assistance Centre's Guide to the Combating of Domestic Violence Act; you may want to prepare the key points in the presentation below on transparencies. Prepare the flip chart with the case study.

Materials: flip chart, marker pens, paper, copies of Legal Assistance Centre's A4 size Guide to the Combating of Domestic Violence Act in English as handouts

Note that the handout referred to above includes the forms for application for a protection order and the form for a protection order itself. Note that the Legal Assistance Centre's Guides in other languages, and the A5 (smaller) *Summary* of the Combating of Domestic Violence Act **don't** have these forms, so if you only have these booklets you should also make copies of the application form and the protection order form for participants.

Time: 2 hours

What can you do if you are experiencing domestic violence?

The facilitator asks participants what they think and makes sure they cover the following:

Under the law, someone who is experiencing domestic violence can:

- Make an application for a **protection order** at a magistrates' court (explained further below).
- If the abuse amounts to a crime (such as hitting which is assault, or stabbing which may be attempted murder, or rape), you can **lay a charge with the police** OR ask the police to give the abuser a **formal warning**.



You can do both of these things at the same time.

Who can apply for a protection order?

The facilitator asks participants what they think, and makes sure they cover the following:

- Anyone who is experiencing domestic violence.
- If the person being abused is a minor (under age 21) anyone can ask for a protection order for them.
- If someone older than 21 is unable to apply for a protection order themselves – for example because they are unconscious, at risk of serious harm or under the influence of alcohol or drugs – someone else can apply on their behalf without their permission.

How do you apply for a protection order?

“Go to the magistrates’ court. You do not need a lawyer, and the clerk of the court will help you to fill in the forms. You should take any witnesses or evidence (such as medical records) to the court. You may first get an interim (immediate but temporary) protection order and then be called for an enquiry at which the magistrate will listen to both sides of the story and may then grant a final protection order.”

Terms of a protection order:

“All protection orders will order the abuser to stop committing domestic violence. A protection order can be adapted to fit the problem.”

The facilitator asks participants what they think can be covered in a protection order and makes sure they cover the following.

A protection order may include the following provisions:

1. **no weapons** – an order to give a gun or other weapon to the police
2. **no-contact provisions** – ordering the abuser not to come near the abused person or their home or work, or communicate with them
3. **move out of joint household** – if there has been physical violence the abuser can be ordered to move out of the joint household, even if the house is owned by the abuser (in that case it would be only for a period of 6 months)
4. **alternative accommodation** – an order to the abuser to pay rent or arrange another place to stay for the abused person
5. **possession and protection of property** – an order to give the abused person possession of certain property (eg ID card, cheque book, clothes, children’s toys) and not to sell or damage any property in which the abused person has an interest
6. **protection of children and maintenance** – the protection order can also include temporary orders for maintenance, or custody of children (day to day responsibility for their care) and access to them (visiting them).

Different parts of the protection order remain in force for different time periods. For example some provisions such as no-contact, can remain in force for up to 3 years, while others, such as maintenance are for only 6 months.

The facilitator asks for any questions or comments and discusses.

The facilitator then splits the participants into 3 groups. S/he asks them to fill in the form for applying for a protection order and the terms of a protection order, using the following case study (which should be written up on the flip chart). The forms can be found in the Legal Assistance Centre's Guide – or the facilitator can give handouts of the forms themselves (pages 44-59).

Case study:

Geraldine is a 15 year old girl. Her stepfather started beating her when he moved in with her mother 6 months ago. A month ago he tried to choke her. Last night he said he was going to rape her if she didn't have sex with him, and threatened her with his gun. She is very scared. Her aunt is helping her apply for a protection order, and has agreed that Geraldine should come and live with her.

The participants are asked to discuss:

- Is anything unclear?
- Is there anything unexpected?

The facilitator deals with any questions.

The facilitator concludes by reminding participants that they may be called on to assist survivors to fill in the forms, so this experience will be useful.

LUNCH: 13h00 – 14h00

14h00 – 15h15**COMBATING OF DOMESTIC VIOLENCE ACT III –
DOMESTIC VIOLENCE SITUATIONS – WHAT CAN BE DONE?****Objectives:**

- Review understanding of the law on domestic violence and consider what actions can be taken to stop domestic violence.

Materials: flip chart, marker pens**Time:** 1 hour 15 minutes

Group work: What should they do?

The facilitator divides the participants into groups of about 4 people. During your discussions, examples of domestic violence are likely to have been raised. These examples can be used for discussion, or the ones below, or a mix of both (a handout of the cases is included at the end of this section). After the group work, participants should report back and then there should be group discussion of the responses.

Ask participants to discuss in groups for each case the question **“What should they do?”**

“I want to emphasise that the Supporter can suggest options but that the ultimate decision should rest with the survivor and the Supporter must be careful not to impose his or her own assessment of the situation. For example if the survivor fears that the abuser might react with extreme violence if she approaches the police, she is probably right. The need to secure the survivor’s safety is the top priority before considering the legal options.”

1. Martha is living with Brian and they have 3 children together. Martha works as a domestic worker 2 days a week and Brian is a taxi driver. They live in Brian’s house. When Brian gets drunk he beats her. The violence is getting worse and more frequent. She is afraid he will kill her. But she is scared to leave because she has very little money and is worried the children will suffer. What should Martha do?

During the follow-up discussion the facilitator should:

- Remind the participants that Martha can ask for a protection order which orders Brian to leave the home while she makes alternative arrangements for accommodation.
 - Check that participants thought that Martha should ask for a maintenance order to be made with the protection order and then go to the maintenance court before the short-term provision for maintenance in the protection order expires.
 - Point out that the fact that the violence is getting worse is an indication of a very dangerous situation. Martha is right to be in fear for her life. Would she be safer staying with a friend or in a shelter if she is asking for a protection order?
2. Joseph is a teacher and is worried about one of his pupils, 7 year old John. John lives with his uncle while his mother works in Windhoek. John is obviously not fed properly, and comes to school covered in bruises. Joseph has seen the uncle beating John. What should Joseph do?

During the follow-up discussion the facilitator should:

- Remind participants that anyone can apply for a protection order for a minor child or lay a charge with the police in respect of violence against the child.
- Point out that a social worker should be informed. The social worker could arrange for John to be removed from his uncle’s care and placed in a safer environment, such as with another relative, with Joseph himself, or in a foster home.

- John's parents are responsible for providing maintenance for him and failure to do so is a crime in terms of the Children's Act 33 of 1960.
3. Sarah is married to a pastor. She is 50 years old. Her husband beats her, locks her in the house when he goes out, and gives her hardly any money for food for the household. Her husband and her children – all of whom are over age 18 – urge her not to tell anyone because it will bring disgrace on the family.

During the follow-up discussion the facilitator should:

- Remind participants that this is both physical and economic abuse.
- Point out that Sarah could apply for a protection order, but in this case perhaps a written warning from the police would be effective – her husband may then realise she is willing to speak out about the violence.
- Sarah could also lay a charge of assault, and when this case comes to court the proceedings will be in private.
- Ask participants if they think Sarah needs a place of safety if she reports this case to the police.

The facilitator concludes by explaining or handing out the following three charts (in the Legal Assistance Centre's Guide to the Combating of Domestic Violence Act).

- The **Violence Wheel** shows how physical and sexual abuse are related to other forms of power and control in personal relationships.
- The **Cycle of Violence** shows that as the cycle of violence is repeated, it usually increases in frequency and severity – the “honeymoon” is a short-term phase. (It is useful to mention the cycle of violence if participants show a lack of sympathy towards women who apply for a protection order and then withdraw their application – or just go back to the abuser. A person suffering domestic violence will usually apply for a protection order when the violence is severe, then the honeymoon period begins and she may believe that the abuser **will** change.)
- There is an alternative! The **Non-Violence Wheel** shows behaviours based on equality rather than power. It provides ideas for setting goals and boundaries in personal relationships.

BREAK: 15h15 – 15h30

Domestic Violence: What should they do?

1. Martha is living with Brian and they have 3 children together. Martha works as a domestic worker 2 days a week and Brian is a taxi driver. They live in Brian's house. When Brian gets drunk he beats her. The violence is getting worse and more frequent. She is afraid he will kill her. But she is scared to leave because she has very little money and is worried the children will suffer. What should Martha do?
2. Joseph is a teacher and is worried about one of his pupils, 7 year old John. John lives with his uncle while his mother works in Windhoek. John is obviously not fed properly, and comes to school covered in bruises. Joseph has seen the uncle beating John. What should Joseph do?
3. Sarah is married to a pastor. She is 50 years old. Her husband beats her, locks her in the house when he goes out, and gives her hardly any money for food for the household. Her husband and her children – all of whom are over age 18 – urge her not to tell anyone because it will bring disgrace on the family.

15h30 – 1630**COMBATING OF DOMESTIC VIOLENCE ACT IV –
COUNSELLING SURVIVORS OF DOMESTIC VIOLENCE****Objective:**

- Practice counselling skills, whilst using information about the law on domestic violence.

Materials: none**Time:** 1 hour

“For this session we are going to pull together what we have learned today about domestic violence and use it whilst practicing counselling skills.”

The facilitator splits the participants into groups of 3, and gives each group a case study. These may be situations that the participants have raised themselves or the case studies in the Domestic Violence III module above, or a mixture of both.

“One person will be the Community Survivor Supporter, another person will be the survivor of domestic violence and the third person will be the observer.

Each group role plays for 10 minutes, then the observer gives feedback. Then the group members swap roles so that each person has had the chance to play the Community Survivor Supporter.”

Remember to de-role the players after each discussion.

When the role plays have finished, the facilitator brings the whole group back together and discusses:

- How did the survivors feel?
- What did the Community Survivor Supporters feel?
- What did the observers see?
- Was anything difficult?
- Were any useful parts of the law not mentioned?
- What else could have been improved?

16h30: END OF DAY 2

08h00 – 08h15 REVIEW

Review the day as previously.

08h15 – 09h15 COMBATING OF RAPE ACT I – CLARIFYING TERMS

Objectives:

- Clarify terms for the sexual organs and sexual characteristics and consider how language can create prejudice.

Materials: flip chart and pens

Time: 1 hour

“We are going to have some sessions on the Combating of Rape Act. Before we start, I want us all to be clear about the terms for physical parts of the body. I want you to split into groups according to the language you know best (eg English, Afrikaans, Oshiwambo). In these groups, list the words in your language used for:

- penis
- testicles
- vagina
- breasts
- anus
- pubic hair

and decide whether you think the words in your language are positive, neutral or negative ways to describe these parts of the body.”

The facilitator gives the groups about 20 minutes to discuss these and write them up on flip chart paper. Then one person from each group should present the results – explaining exactly what the words mean in their language and if they see the word/s in their language as positive, neutral or negative.

When all the groups have reported back, the facilitator refers back to the previous week’s counselling training when they considered what they might find off-putting about a particular client/type or people they have prejudices about.

“If someone came to you and used one of the words which you see as negative, how would you react? (eg laugh, feel insulted). Why do people use these words? (embarrassment, ignorance etc) What is the best way to react to such words in a counselling situation?” Discuss

09h15 – 10h30**COMBATING OF RAPE ACT II – DEFINITION OF RAPE****Objectives:**

- Understand the definition of rape in the Combating of Rape Act.

Preparation: Become familiar with the Legal Assistance Centre's Guide to the Combating of Rape Act; you may want to prepare the key points in the presentation below on transparencies

Materials: flip chart and pens, Legal Assistance Centre's Guide to the Combating of Rape Act as handouts

Time: 1 hour 15 minutes

“The definition of rape in the Combating of Rape Act 8 of 2000 is the ‘intentional commission of a sexual act under coercive circumstances’. The definition needs further explanation of the meaning of ‘sexual act’ and ‘coercive circumstances’”.

“‘Sexual act’ covers the most intimate kinds of sexual contact, namely:

- the insertion (to even the slightest degree) of the penis into the vagina or anus of another person (with the term “vagina” including the external female genitalia)
- the insertion of the penis into the mouth of another person
- the insertion of any other part of the body into the vagina or anus
- the insertion of any object into the vagina or anus (excluding the insertion of objects as part of normal medical procedures)
- cunnilingus, which is oral stimulation of the genitals
- any other form of genital stimulation.”

The facilitator then checks with the participants if everything is clear, and answers any questions.

“‘Coercive circumstances’ includes force, threats of force, and other situations which enable one person to take unfair advantage of another. It includes all the following circumstances listed below, but it can also include other forms of coercion, which are not mentioned in the law.

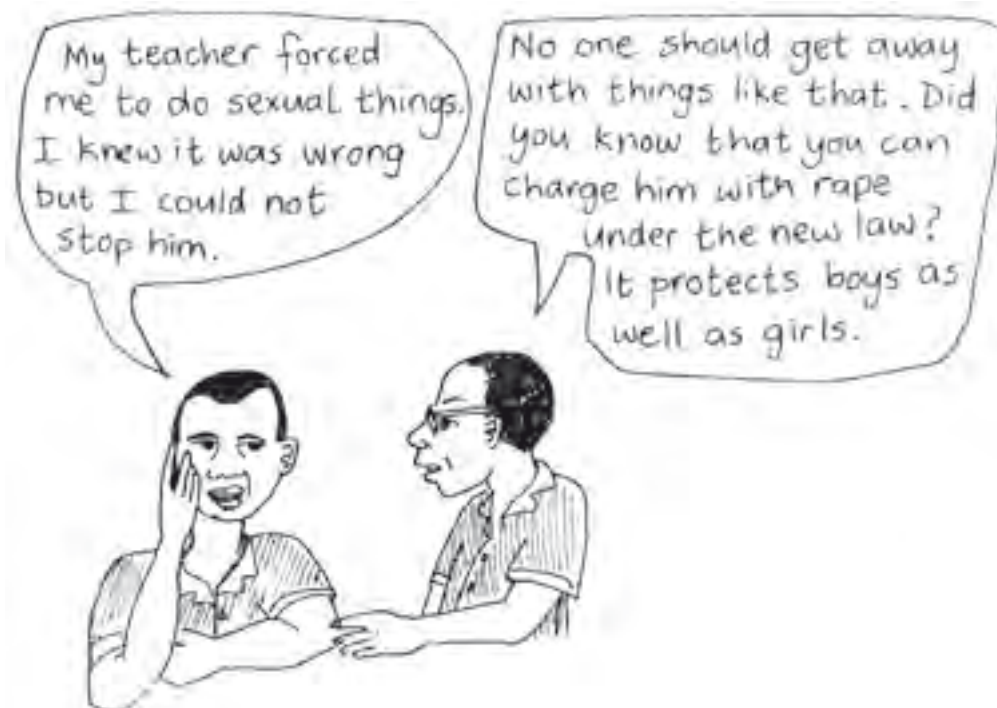
- physical force against the complainant (victim/survivor) or another person
- threats of physical force against the complainant or another person
- threats to cause harm other than bodily harm to the complainant or another person, in circumstances where it is not reasonable for the complainant to disregard the threats
- the complainant is unlawfully detained
- the complainant is –
 - ▶ physically or mentally disabled
 - ▶ drunk or drugged
 - ▶ asleepand cannot understand what is happening or is unable to communicate unwillingness
- the perpetrator pretends to be another person
- the presence of more than one person is used to intimidate the complainant (gang rape)
- the complainant is under the age of 14 and the perpetrator is more than 3 years older”

The facilitator should now ask the participants for examples of rape that they have heard of, and ask them what coercive circumstances were involved.

“Note also that the COMBATING OF IMMORAL PRACTICES AMENDMENT ACT 7 OF 2000 has given additional protection to boys and girls under the age of 16, where there is sexual contact with someone more than 3 years older. This is a lesser crime than rape, but it covers any ‘indecent or immoral act’ as well as ‘sexual acts’” (which are defined above).

“There are four key differences between the old definition of rape and the new one:

- The new Act treats males and females equally – it is ‘gender-neutral’. Now it is possible for men and boys to lay a charge of rape under the Act.



- The new Act makes it an offence for a husband to rape his wife.
- The new Act focuses on ‘coercion’. Under the old law, the focus was on ‘consent’ and in court rape survivors were often asked humiliating questions about their past sexual history, or what they were wearing when they were raped, in an attempt to prove that they consented to this sexual act. Now the focus is on coercion – proving the complainant was subjected to violence or threats, or was taken advantage of.
- The new Act covers a variety of sexual acts. Previously, rape was said to have occurred only when the penis was inserted into the vagina. Sexual assaults on young girls could not be prosecuted as rape if penetration could not be proved. The new Act covers other types of sexual acts, including attempting to penetrate young girls.”

The facilitator asks for any questions. Then, after dealing with them, the facilitator asks:

“Why was rape within marriage not recognised in the past?” (Discuss)

“Do people in your communities recognise rape within marriage as a crime?” (Discuss)

BREAK: 10h30 – 11h00

11h00 – 12h00**COMBATING OF RAPE ACT III –
REPORTING RAPE IN THE COMMUNITY****Objectives:**

- Check understanding of the Combating of Rape Act and consider what happens in the community.

Materials: flip chart and pens, Legal Assistance Centre's Guide to the Combating of Rape Act as handouts

Time: 1 hour

Discussion:

The facilitator checks if participants have any questions or comments from the previous sessions on rape and discusses these.

To test participants' understanding, the facilitator reads out the following and asks **"Is this rape?"**

1. **"A girl is taken to the riverbed by her boyfriend and when they get there his friends are waiting to have sex with her. She is too scared to say anything and she lets them have sex with her."**
(Yes)
2. **"The uncle of a small girl touches her private parts."** (Yes)
3. **"A married woman who is HIV+ has an agreement with her HIV+ husband that they will use condoms so they do not increase their infection level. He comes home drunk and forces her to have sex without a condom."** (Yes)

Discussion: Reporting rape

"Experts believe that most rapes go unreported. The number of reported rapes and attempted rapes in Namibia is increasing (from 854 in 2000 to 1184 in 2005). Some people believe that the actual number of rapes in Namibia is increasing, whilst others believe more rapes are being reported because Namibia now has improved laws on rape and because people are becoming more educated about this kind of violence. There is no clear evidence to prove either theory is correct. However, compared to other countries, Namibia has a high number of reported rapes relative to its population. About one third of reported rapes in Namibia involve children as the victims/survivors."

The facilitator then splits the participants into 3 or 4 groups putting people from the same region in each group. Ask them **"What stops people from reporting and how people can be encouraged to report rape?"**

The facilitator makes sure the following points are covered:

- **Survivor's fears:** The rape survivor may feel many shamed, guilty, or confused.
- **Tradition:** This can work in two ways. In the cities, more rape may take place because traditional values are more likely to be ignored. However, in some traditions rape is seen as very shameful for the victim and the victim's family, and is thus less likely to be reported in the rural areas where traditional values are strong.
- **Blaming women:** Remember that often **women** (as well as men) blame women. Some people say that women get raped because they wear revealing clothes and go out late at night. But young babies and old women are also raped. And most people are not raped by strangers but by family members or friends. Rape is not a crime motivated by sexual desire, but motivated by anger and a desire to have power over somebody.
- **Blaming children:** Many children are raped by family members and friends. Often the family wants to protect the rapist and will tell the child s/he is lying, or that s/he was responsible in some way, and punish the child.

The facilitator should make sure the following points have been covered on encouraging the reporting of rape:

- If rapes are not reported, the rapist is free to rape again.
- The new Act makes it a crime for the media to identify rape victims/survivors, and the court hearing the rape case will be closed to any outsiders, so victims/survivors should not be afraid of publicity if they report the rape.
- Communities must take a stand and say rape is not acceptable. Families of suspected rapists must not threaten the rape victim/survivor.
- It helps the rape survivor to have someone non-judgemental to talk to who shows respect and acceptance, acknowledges the pain and makes it clear that what was done to the survivor was wrong.

12h00 – 13h00**COMBATING OF RAPE ACT IV –
WHAT TO DO IF YOU HAVE BEEN RAPED****Objective:**

- Understand what to do if someone has been raped.

Materials: Flip chart, pens, copies of the Legal Assistance Centre's Guide to the Combating of Rape Act**Time:** 1 hour.

The facilitator should ask participants what they believe someone who has been raped should do, and write these up on the flip chart. S/he should check that the following points have been covered:

1. Do not wash or change your clothes or tidy the place where the rape took place.
2. Report the rape at the nearest Woman & Child Protection Unit or police station. Take a friend or relative with you for support if possible.
3. Have a medical examination as soon as possible. This can provide importance evidence for the court. The police should arrange the medical examination.
4. Ask the doctor or nurse for PEP (post-exposure prophylaxis). See box below. Ask the doctor for the morning-after pill. This will protect you against pregnancy if it is taken within 72 hours of the rape occurring, and even after 72 hours, an IUD could be fitted to prevent pregnancy. It is also possible to get a legal abortion where the rape results in a pregnancy (see more information on this below).
5. Get counselling to help you to deal with the after-effects of the rape. Someone who has been raped will experience many different after-effects, such as crying, shaking, vomiting, loss of memory, feeling fear, guilt, shame, anger, being "frozen" and feeling suicidal. These can continue for many years. Counselling can help a rape survivor deal with these after-effects.

Post-Exposure Prophylaxis (PEP)

PEP is a course of antiretroviral drugs which can give significant protection against HIV infection if it begins within 72 hours of the rape – the sooner the better.

PEP treatment for rape survivors is available at all district hospitals, and is offered at no cost. If PEP is not available at the medical centre (such as a clinic) where the survivor seeks help, the medical personnel and the police have a responsibility to make arrangements for the survivor to access it elsewhere.

It is very important for survivors to finish the month-long treatment of PEP, even if they test HIV negative after the assault because the test may not reveal the presence of HIV right away. People who know they were HIV positive before the rape should not take PEP.

It is possible to get a legal abortion where the rape results in a pregnancy. Two doctors must provide a written certificate stating that they think the pregnancy is the result of a rape. One of these doctors must be a district surgeon (a doctor employed by the state). A magistrate must then give permission for the abortion. It is not necessary to lay a charge of rape with the police in order to get permission for a legal abortion, if the rape victim can give the magistrate a good reason why she has not gone to the police.

Case study: What should be done to help Mary?

The facilitator should read the following story to the participants and ask what they would do.

“Mary, a married woman, arrives at your home late at night. She is crying and very upset. She and her husband had an agreement to use condoms. He lost his job that day and came home drunk and angry. He tore her clothes off and put his penis in her anus, without using a condom. She has never heard of this kind of sex. She is torn and bleeding and doesn’t know what to do. She does not want to report her husband to the police.”

- Explain to Mary that what happened was rape.
- Be very gentle with Mary, and keep calm yourself.
- If Mary does not want to report the rape, you should not try to force her to go to the police.
- Go with her to a hospital or clinic as she is injured. If Mary knows she is HIV- or if she does not know her HIV status, ask the doctor to give her PEP.
- Encourage her to talk to someone she trusts about the problem, such as a family member who could talk to the husband about his behaviour.
- Arrange counselling for Mary if possible.
- Be supportive, don’t tell anyone else about this situation, and continue to show that you will support her.



REMEMBER:
WHATEVER HAPPENED AND HOWEVER IT HAPPENED,
RAPE IS THE FAULT OF THE RAPIST.

LUNCH: 13h00 – 14h00

14h00 – 15h15

VULNERABLE WITNESSES IN COURT I – PROVISIONS UNDER THE LAW

Objectives:

- Understand the provisions under the law for assisting vulnerable witnesses in court, and consider what additional support vulnerable witnesses require.

Materials: flip chart, pens, handout ('Vulnerable Witnesses – Summary of the Criminal Procedure Amendment Act 24 of 2003')

Time: 1 hour 15 minutes

Introduction – who are vulnerable witnesses? (30 minutes)

“A law was passed in 2003 to assist vulnerable people who go to court to give evidence – this is aimed at reducing the crisis of appearing in court. What kind of people do you think are covered – ie are vulnerable?” (the facilitator writes the ideas up on a flip chart):

Ensure participants mention the items in the first part of the handout, which you can give out later.

“Can you describe a person who you think would be ESPECIALLY vulnerable in a particular situation?”

If participants cannot think of examples, use:

- 4 year old girl who was badly beaten by her father
- 12 year old girl with a mental disability raped by her school principal
- 17 year old street child who was raped
- 85 year old woman who was raped by the son of an important family

“What special arrangements do you think would help such vulnerable people in court?”

The facilitator should write the answers up on a flip chart. S/he should make sure participants cover the ones on the second half of the handout. The facilitator should circle on the flip chart the provisions in the law, to separate them from additional ideas the participants suggest.

Case studies (40 minutes):

The facilitator should then split the group into 3. The facilitator gives each group one of the examples identified above and asks **“What could someone do to support this person going to court?”** The groups should have 20 minutes to discuss and 20 minutes to give feedback and discuss any questions.

Some ideas (for the facilitator to mention if participants do not think of them themselves):

- Take the person to court and show them who will sit where.
- Ask them where they would like to sit (in consultation with the prosecutor and/or social worker) on the day of the trial
- Arrive early to avoid the press and the family of the accused outside the courtroom
- Take toys and food for children
- Make sure the prosecutor explains what will happen, eg you will be asked questions and you must answer truthfully. Speak loudly and clearly so you don't have to repeat yourself.
- Make sure the prosecutor also advises rape complainants that even if a "not guilty" verdict is reached, it does not mean they were not raped, just that there was not enough evidence to convict.

Conclusion:

The facilitator should conclude by reminding participants that each vulnerable witness has a different experience and reaction to the situation. S/he should remind participants about the session on empathy and stress the importance of **asking** the vulnerable witness what they would like – and not assume that you know what they need. An example of this is that one might assume that a child would be intimidated if s/he had to stand in the witness box, but some children feel safer inside the enclosure of the witness box.

BREAK: 15h15 – 15h30

Vulnerable Witnesses – summary of the Criminal Procedure Amendment Act 24 of 2003

Who is a vulnerable witness?

- 1) anyone **under age 18**
- 2) any **victim of a sexual offence** (rape, attempted rape, indecent assault, sexual offences under the Combating of Immoral Practices Act, etc)
- 3) a **victim of any offence involving domestic violence**
- 4) a witness who has some **mental or physical disability** (if the disability creates special needs or may lead to undue stress)
- 5) a witness who may be **intimidated** by the accused or any other person (such as a case involving family members, or members of a criminal gang)
- 6) **any person who may suffer undue stress while testifying** (eg against a relative)

What special arrangements can be used for vulnerable witnesses?

- 1) The trial can be held in an **alternative venue**, which will be less formal and less intimidating than a courtroom (for example the magistrate's office)
- 2) The **furniture in the courtroom can be re-arranged or changed**, or people can be directed to sit or stand in places different from what is usual (for example, a young child may be too short to see and be seen properly while sitting in the usual witness box).
- 3) The witness may be allowed to **testify behind a one-way screen** or by means of closed-circuit television. (For example, the Katutura Regional Magistrates' Court has been equipped with a Victim Friendly Court Room that has these facilities; and in Walvis Bay a screen has been made by volunteers for the perpetrator to sit behind with a glass window – he can see out, but the complainant cannot see him clearly. Under the law, the accused must be able to see the witness, but the witness does not have to see the accused. The accused's legal representative, the prosecutor and the presiding officer – magistrate or judge – must also be able to see the witness.
- 4) A **support person** can accompany witnesses while they are testifying. For example, a young child could speak to the court while sitting on the lap of a support person who is family member or a teacher (as long as that support person is not going to be giving further testimony in the same case). The support person can stand or sit near the witness and give physical comfort to the witness as necessary. The support person can also interrupt the proceedings to alert the presiding officer to the fact that the witness is becoming upset. The presiding officer can then take appropriate steps, such as calling a short recess. The support person may not help the witness answer questions or instruct the witness on what to say.
- 5) The presiding officer may authorise **any other steps** that s/he thinks "expedient and desirable" to help a vulnerable witness give evidence.
- 6) Note that in criminal trials for rape and domestic violence cases the **court must be closed** – ie no-one is allowed in who does not need to be there for legal reasons.
- 7) Note also that for **any** witness under the age of 13, the presiding officer may rule that the child can only be **cross-examined through the presiding officer him/herself or an intermediary**.

15h30 – 16h30**VULNERABLE WITNESSES IN COURT II –
ASSISTING VULNERABLE WITNESSES****Objectives:**

- Practice counselling skills, whilst using the information gained about vulnerable witnesses.

Materials: none**Time:** 1 hour

“For this session we are going to pull together what we have learned today about vulnerable witnesses and use it whilst practicing counselling skills.”

The facilitator splits the participants into groups of 3. Each group is given an example of an especially vulnerable person identified at the beginning of the previous module.

“One person will be the Community Survivor Supporter who is counselling the vulnerable witness (person two) and the third person will be the observer.

Each group role plays for 10 minutes, then the observer gives feedback. Then the group members swap roles so that each person has had the chance to play the Community Survivor Supporter.”

When the role plays have finished, the facilitator brings the whole group back together and discusses:

- How did the survivors feel?
- What did the Community Survivor Supporters feel?
- What did the observers see?
- Was anything difficult?
- What could have been improved?

Remember to “de-role” the participants.

16h30: END OF DAY 3

08h00 – 08h15

REVIEW

08h15 – 10h30

MAINTENANCE ACT – KEY PROVISIONS

Objective:

- Understand the key provisions of the Maintenance Act.

Preparation: Become familiar with the Legal Assistance Centre's Guide to the Maintenance Act; you may want to prepare the key points in the presentation below on transparencies

Materials: flip chart, marker pens, the Legal Assistance Centre's Guide to the Maintenance Act as handouts; transparencies and overhead projector (if to be used)

Time: 2 hours 15 minutes

WHAT IS MAINTENANCE?

Note: This session is a presentation. The format is slightly different from the rest of the Manual in that headings of the sections are in capitals, the key points are in bold, and explanations and examples are not in bold – but these explanations and examples should still be covered by the facilitator.

The facilitator gives out the Handout – the Legal Assistance Centre's Guide to the Maintenance Act. This covers all the information in this section.

WHAT IS MAINTENANCE?

“Can you explain what maintenance is?” (The facilitator writes up the answers on a flip chart, then gives this definition.)

“Maintenance is money or goods that a person has a legal duty to pay for the support of his or her dependents.

A dependant is someone who depends upon the support of another person to live. For example, children are dependants of their parents. Sometimes a husband or a wife is dependent on the other spouse's income.

Maintenance is used for basic living expenses such as housing, food, clothing, medicine and school fees.

BASIC PRINCIPLES OF THE MAINTENANCE ACT

The following basic principles apply to everyone:

Husbands and wives are primarily responsible for each others' maintenance.

The facilitator asks “**What does this mean?**” (It means that they are the first people responsible. So I shouldn't ask my father for maintenance if I am married – I must ask my husband first.)

The parents of a child are primarily and jointly responsible for the child's maintenance.

This is the same as the above – both parents have a first duty to maintain their children – and the fact that they are jointly responsible doesn't mean they must both pay the same – it depends on their circumstances.

Children have a duty under certain circumstances to maintain their parents.

But we are not talking here about small children – children would normally be 18 or over before being expected to maintain their parents. We will come to this later.

Three conditions must be present before any maintenance order can be made:

1. The person in question is legally liable to maintain the beneficiary of the maintenance order.

So this will usually be the parent, or perhaps the grandparent.

2. The person in question is able to contribute towards maintenance

You cannot claim maintenance from someone who has no money or property (such as cattle or a car or house) or other assets.

3. The person in question is failing to provide reasonable maintenance for the beneficiary voluntarily.

If the person is already providing a decent amount of maintenance you cannot claim, but if the person is not paying, or is not paying enough, that's when you can make an application for maintenance.

WHAT SHOULD BE TAKEN INTO ACCOUNT IN RESPECT OF A MAINTENANCE ORDER?

These factors must be taken into account in respect of any maintenance order in terms of the defendant (eg the father), the beneficiary (eg the child) and any other person liable to maintain the beneficiary (eg the mother):

- lifestyle, income and earning capacity
- property and resources
- responsibilities and financial needs

WHO CAN MAKE A CLAIM FOR MAINTENANCE?

Maintenance can be requested for a beneficiary by a parent, a primary caretaker (for example a grandmother who is looking after the child on a day-to-day basis), or any other person who has an interest in the beneficiary's well-being – such as another relative, social worker, doctor, nurse, teacher, traditional leader, religious leader or employer.

This means that someone such as a grandmother, who is taking care of the child, can claim maintenance. If both the mother and father are working, the grandmother should claim from both of them.

PARENTS' DUTY TO MAINTAIN THEIR CHILDREN

- **Maintenance in respect of a child includes support for the child's reasonable needs for a proper living and upbringing, including the provision of food, accommodation, clothing, medical care and education.**
- **Both parents are liable to maintain their child in proportion to their respective means.**

For example if the child's needs are N\$300 per month, the father earns N\$10,000 per month, and the mother earns N\$5,000, who should contribute how much? (In this case the father may be asked to contribute N\$200/month and the mother N\$100/month. If the child is living with the mother, she can ask the father to pay more because she is doing all the work of child-rearing. The court may also have to take into account whether either parent is supporting any other children.)

- **All children are entitled to a fair share of their parents' resources.** The same principles apply to all children:
 - ▶ regardless of their **order of birth**
 - ▶ regardless of whether the child was born **inside or outside marriage**
 - ▶ regardless of whether the child was born of a **first, second or subsequent marriage**
 - ▶ regardless of what **customary law** applies.

This is a national law of Namibia, so it over-rules any customary law

A parent's duty to maintain a child has priority over all other financial commitments except commitments necessary to enable the parent to support himself or herself and other people whom the parent has a legal duty to maintain.

For example, if the father has a job and his own BMW, but is not paying maintenance, the court could say he should sell the car so his child can eat. But if the father is a taxi driver who has a car which he uses to earn his income, the court would not tell him to sell it, but to contribute money for the child.

The following factors must be considered in respect of child maintenance:

- **the financial, educational and developmental needs of the child**
- **the age of the child**

A child going to secondary school may need higher maintenance payments than a child at primary school.

- **the manner in which the child is being educated or trained**, and the reasonable expectations of the parents in this regard

For example, if the parents have university degrees and sufficient income or assets, it would be reasonable for them to expect their child to attend university.

- **any special needs of the child**, such as needs arising from a disability or other special condition

For example an HIV+ child may need more money for vegetables and other good food.

- **the direct and indirect costs to the complainant of providing child care**, including labour of childcare and lost opportunities"

What is involved in childcare? (cooking, cleaning, help with homework etc)

If the father had custody of the child, he may have to PAY someone to do those things. What would that cost? Also if the mother cannot work full time because she looks after the children, she can ask to be compensated for this.

- The maintenance order can include **contributions towards the expenses of the mother in connection with pregnancy and childbirth** if this is requested before the child's first birthday.

For example visits to the clinic, vitamins, maternity clothes (but not designer ones!)

CHILDREN'S DUTY TO MAINTAIN THEIR PARENTS

This will usually apply once these children have become adults themselves.

A child is legally liable to maintain a parent only where the **parent is unable to maintain himself or herself** because of circumstances beyond that parent's control.

For example if the parent is elderly or disabled and cannot work. A father went to the Legal Assistance Centre and said "I've paid maintenance for my child to have a university education. Now he's graduated, I want to finish work and let him take care of me". Ask "Is that OK?" (Answer: No – the parent is still able to work.)

The **child must have sufficient resources** to be able to support the parent as well as taking care of his or her own needs. The law will not ask children to take bread out of their own mouths to feed their parents.

Other persons who are legally liable to maintain the parent, such as the parent's spouse, are not able to do so.

MAINTENANCE OF PERSONS WITH DISABILITIES

Maintenance for persons with disabilities should take into account the following factors:

- the **extent of the disability**
Is the person blind or in a wheelchair? Or is it a slight disability?
- the **life expectancy** of the beneficiary
- the **time period** that the beneficiary will need to be maintained
- the **costs of medical care and other care** that the beneficiary needs because of the disability.

KEY DIFFERENCES BETWEEN THE NEW LAW & THE OLD LAW

1. The appointment of maintenance investigators who will:

- try to find persons who are supposed to attend maintenance court proceedings
- trace the assets of persons involved in maintenance proceedings

The introduction of maintenance investigators will make it harder for people to hide themselves or their income.

Unfortunately, as of February 2007, no maintenance investigators have yet been appointed.

2. A **default order** can now be made for a defendant who ignores a summons to come to court. The default order will then be served on the defendant, who will have 10 days to apply for the substitution or setting aside of this order.

3. **Payment in kind** – such as maintenance in the form of specified goods or livestock.

For example one Magistrate in Caprivi has ordered a father who is a fisherman to give 10 fishes a week to the mother of his child. If they are not all needed for food, she can sell them.

4. The new law emphasises **civil enforcement mechanisms**. Where a parent defaults on maintenance payments, there are simple procedures to get payment from property or wages.

5. Maintenance recipients who **misuse maintenance money** by using it for themselves instead of for the intended beneficiary commit an offence. Punishment can be a fine of up to N\$4000 or imprisonment for up to 12 months.

6. The maintenance court can ask the defendant to provide two **photographs** or a certified copy of the defendant's identity document.

This measure is intended to facilitate enforcement of maintenance orders.

7. The new law makes it clear that **anyone with an interest in the well-being of a beneficiary can request maintenance on behalf of that beneficiary**.

For example a grandmother, a teacher or a social worker, could request maintenance on behalf of a child.

9. **Costs for paternity tests**. The court has discretion to order that the mother or the father must pay part or all of the costs of the test, or that the state must bear all or a part of the costs.

For example if the father denied that the child was his, just to delay the process, he might have to pay all the costs.

The new law emphasises maintenance as a mechanism for putting the needs of children first, instead of a power struggle between mother and father.

The facilitator should ask for any questions and discuss these.

BREAK: 10h30 – 11h00

11h00 – 12h00**LAWS TO PROTECT CHILDREN****Objective:**

- Understand key parts of laws to protect children.

Materials: flip chart, pens and the quiz as handouts**Time:** 1 hour

Introduction (10 minutes):

“Children are the most vulnerable members of our society. The Namibian Government has signed the international Convention on the Rights of the Child, which says that the best interests of the child should be the main concern of any government or private organisation dealing with children.

We have already looked at some laws that protect children as well as adults. Which were they?”
(Answer: Combating of Rape Act; Combating of Immoral Practices Act; Combating of Domestic Violence Act, the law to protect Vulnerable Witnesses and the Maintenance Act).

“Can you think of any other laws which protect children?”

The most important are:

- Children’s Status Act (2006)
- Children’s Act (1960)

(Participants may also mention the Labour Act – which covers child labour)

Quiz:

(Hand out the quiz. Explain that for some of the questions, more than one answer can be correct. Let the group discuss in pairs [20 mins] and then give feedback [45 mins] where you can correct any wrong ideas and give illustrative examples.)

1. Who is legally responsible for maintaining children?
 - a) The mother?
 - b) The father?
 - c) Both parents? (correct)
 - d) The grandmother
2. Are a married couple responsible for maintaining each other?
 - a) Yes (correct)
 - b) No
3. If a parent is not paying maintenance for a child voluntarily, what should the other parent do?
 - a) Go to the Woman & Child Protection Unit (not the absolutely correct answer, but they may help – and some WCPU Officers may help to get voluntary payments from the fathers)
 - b) Go the Maintenance Court and fill out a form (correct)

4. How much should a parent pay to maintain their child?
 - a) N\$100 per month
 - b) N\$300 per month
 - c) It depends on the needs of the child, how much each parent earns, and what other responsibilities they have (such as supporting other children) (correct)
5. When does the law say a parent can stop paying maintenance?
 - a) When the child is 18 (or 21 if they are engaged in further studies) (correct)
 - b) When the child gets a job (correct, if they are 18 or younger)
 - c) If the child refuses to see the parent (or the other parent won't let them)
6. If you know a neighbour's child is being badly beaten, what should you do?
 - a) Nothing – it is up to the parents or guardian of the child how they treat the child
 - b) Report the case to the Woman and Child Protection Unit (correct)
 - c) Seek the help of a social worker (also correct)
7. If a child is born outside of marriage, does s/he have the right to be maintained by both parents and inherit from parents who pass away?
 - a) Yes (This is partially correct. Both parents clearly have a duty to maintain the child. Law reform on inheritance by children born outside marriage was passed by Parliament in December 2006, in the Children's Status Act, but this law is not yet in force as of February 2007.)
 - b) No
 - c) Be maintained – yes, but cannot inherit (This is technically correct but should change very soon – as soon as the Children's Status Act which has already been passed by Parliament comes into force.)

Quiz

1. Who is legally responsible for maintaining children?
 - a) The mother?
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 - a) Yes
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3. If a parent is not paying maintenance for a child voluntarily, what should the other parent do?
 - a) Go to the Woman & Child Protection Unit
 - b) Go to the Maintenance Court and fill out a form
4. How much should a parent pay to maintain their child?
 - a) N\$100 per month
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5. When does the law say a parent can stop paying maintenance?
 - a) When the child is 18 (or 21 if they are taking further study)
 - b) When the child gets a job
 - c) If the child refuses to see the parent (or the other parent won't let them)
6. If you know a neighbour's child is being badly beaten, what should you do?
 - a) Nothing – it is up to the parents or guardian of the child how they treat the child
 - b) Report the case to the Woman and Child Protection Unit
 - c) Seek the help of a social worker
7. If a child is born outside of marriage, does s/he have the right to be maintained by both parents and inherit from parents who pass away?
 - a) Yes
 - b) No
 - c) Be maintained

12h00 - 13h00

REFERRING SURVIVORS TO OTHER SERVICE PROVIDERS/ORGANISATIONS

Objectives:

- Remind participants that there might be cases they cannot handle themselves.
- Enable participants to find out which survivors need to be referred to other service providers.
- Enable participants to establish contact with other organisations that can provide further help to survivors.
- Make participants aware of the existing helping structures within their community.

Preparation: handout with list of other service providers (this handout is at the end of this training manual), flip chart paper or handout with the questions for the helping structures on it

Material: flip chart, flip chart paper, markers in different colours, handout with the three tasks to complete until the next follow up training

Time: 1 hour

“Most of the people who approach you for assistance are in the midst of a momentary crisis and are therefore off balance at the moment. Some of them will certainly be able to cope adequately with the support of their family, friends, a Community Survivor Supporter like you and other support groups.

However, there will also be people who will need more professional help (eg counselling or even psychotherapy). These people have to be referred to professionals like psychologists, social workers or psychiatrists.

An important part of your work is deciding which of the people coming to you for help should be referred elsewhere.

Some of these survivors should be referred to the PEACE Centre.

➔ PEACE Centre’s professional network provides psychosocial services to people who have experienced traumatic events/crises and who have not adequately dealt with them so far.”

The facilitator now asks the large group:

- **“Please think of some types of survivors you would refer to other organisations where professionals can work with them.**
- **Why would you refer them?”**

➔ Answers should be briefly written down on the flip chart by the facilitator.

After the discussion the facilitator gives the following summary:

“As a rule of thumb one can say that you should refer any survivor with whom you experience problems while working with them or with whom you feel uncomfortable working.

But if you refer survivors to other organisations it is important that you go with them to these organisations and later check to make sure the survivor’s situation has indeed improved!

Supporting people who have experienced violence requires an extensive network of contacts to other organisations, including emergency service organisations.

We have a list of organisations for you that can be called for assistance – this was produced in February 2007, so you may need to update it yourself.”

➡ The facilitator distributes the handout.

“Please think about the first day of this training programme. We talked about examples of violent events one could experience and their consequences. Consider the examples and think about the following questions:

- **What kind of help would one need in these situations apart from the kind of support you would be able to offer on your own?**
- **What are the existing helping structures in your community? Are they effective?**
- **Which organisations could possibly provide those survivors with further/better help?”**

These questions should be written down on flip chart for the participants to see.

“Unfortunately the list doesn’t include all the possible organisations. Therefore, it is useful to formulate a strategy of how to obtain adequate information and how to make it accessible to other Community Survivor Supporters.”

“Please form groups of four people. We want you to think about and write down your strategy of how to do this. You will have about 15 minutes time. After that each group will present their strategies to the large group.”

Participants should write their strategies on flip chart paper. If the same strategies are listed repeatedly, the facilitator may ask presenters to just talk about strategies different from those already presented.

“As you now have worked out some strategies, you will get three tasks to complete until the follow-up training:”

➡ Before explaining the tasks the facilitator needs to distribute the handout “Tasks to complete before the follow-up training”

1. Since you are to collaborate with the Woman and Child Protection Units, please go to the Unit responsible for your region/community and introduce yourself to the people working there. You should also talk to them to find out more about the situation of domestic and other violence in your community.
2. When collaborating with other organisations it is important to know what exactly they are doing so that you can make the right decision about where to refer a survivor to. Thus, we want you to also introduce yourself to at least four of the organisations on the list we gave to you and find out how they are working.
3. As we have mentioned before, the list of other service providers we gave to you may not necessarily be complete. We therefore want you to find out about at least two other organisations in your region/ community that might be added to that list.

“You will be expected to provide feedback on these questions when we do follow-up!”

The facilitator needs to check about the completion of these tasks at the beginning of the follow-up training!

LUNCH: 13h00 – 14h00

Tasks to Complete Before the Follow-up Training

1. Since you are to collaborate with the Women and Child Protection Units, please go to the Unit responsible for your region/community and introduce yourself to the people working there. You should also talk to them to find out more about the situation of domestic and other violence in your community.
2. When collaborating with other organisations it is important to know what exactly they are doing so that you can make the right decision about where to refer a survivor to. Thus, we want you to also introduce yourself to at least four of the organisations on the list we gave to you and find out how they are working.
3. As we have mentioned before, the list of other service providers we gave to you may not necessarily be complete. We therefore want you to find out about at least two other organisations in your region/community that might be added to that list.

You will be expected to provide feedback on these questions when we do follow-up!

14h00 – 15h15

RECORD KEEPING

Objectives:

- Participants gain awareness of the importance of record keeping
- Participants have a chance to experience the challenge of appropriately timing record keeping in the context of a supportive interview
- Participants reflect on the connection between record keeping and confidentiality

Preparations: 20 copies of the record form for each person

Materials: Record forms (20 copies per person)

Time: 1 hour 15 minutes

“One important aspect of being a Community Survivor Supporter is to keep records of the people who come to you for support.

- **Why do you think this is important?”**

POSSIBLE ANSWERS MIGHT INCLUDE:

- May forget information
- Records help if the person returns after some time; detail does not have to be repeated
- Records help to compare actions taken in similar cases
- Records can serve as a basis for evaluation of the project and for motivating future support and possibly funding.

“We have designed a record form which will be helpful to you in your work as a Community Survivor Supporter.”

➡ Facilitator hands out the copies.

“Since gathering formal information, like name and address of the person coming for your help, might be difficult during the first meeting, we want to give you the opportunity to practise this: Please find yourself a partner. One of you will be the Community Survivor Supporter and the other one will be the survivor who comes to seek help.

- **The survivor should try to be very upset and emotional.**
- **The task for the Community Survivor Supporter will be to obtain as much of the information for the record form as possible while applying all the basic counselling skills you have developed over the last two weeks to make the survivor feel welcome and calm him/her down.**

You will have 15 minutes for the first role play and after that switch roles and play another situation. After you have completed the second role play, please compare how much and what information each of you has gathered.”

After 30 minutes the facilitator gathers the pairs together in the large group. And discusses the following questions:

- Did the survivors feel understood and welcomed by the Community Survivor Supporter?
- How was it to complete two different tasks at the same time?
- Did you encounter any difficulties in trying to get the formal information?

“As you have just experienced, obtaining formal information from an upset person might be difficult, especially when you are simultaneously trying to build a trusting relationship with the survivor. It is important to remember that there is no perfect or recommended point of time to ask such formal questions. The best moment depends on the individual survivor and your relationship with that survivor.

The forms we have just given to you contain the information usually necessary to keep track of the development of a case. However, you might find other information also useful to support the people coming for your help. Of course, you are free to add these to the form. But you should be careful not to write down everything, since this is very time consuming. Besides, you will always be confronted with the problem of keeping the record of the survivors safe, ie in a place where only you will have access to them.

This is a very important topic. In order to maintain confidentiality, you are expected to keep your records safe.

- **How do you think can you do this?”**

The facilitator should give enough space for the discussion of this question, since most Community Survivor Supporters' living situation will not allow them to have an extra room to lock their records up. The discussion should focus on realistic solutions for this problem.

BREAK: 15h15 – 15h30

SURVIVOR RECORD

File No:

DETAILS:

Name

Tel No

Street Address

Date

Support worker

TYPE OF ABUSE

Perpetrator

Present situation

TYPE OF INTERVENTION

Legal Information given

Referrals done

Comments**Outcome****Follow-up**

15h30 – 16h30

COUNSELLING EXPERIENCE – WHAT WOULD YOU DO DIFFERENTLY?

Objectives:

- Reflect on counselling practice from the previous week and consider how to improve.

Preparation: The facilitator considers aspects of counselling which some of the participants need to practice further – this could be empathy, reflecting content etc.

Materials: none

Time: 1 hour

“Can you remember the session we had last week on practising basic counselling skills? I would like each one of you to reflect on how you personally could have done better in that role play.”

The facilitator listens to the comments and responds as necessary.

As a result of the previous reflection about the need for further practice and the comments from participants, the facilitator chooses one or more role plays and gives the participants the opportunity to play the Community Survivor Supporter (in the same format as the Module “Practicing Basic Counselling Skills from Day 4 of Week 1).

The facilitator then takes feedback. How did it feel to be the survivor? How did it feel to be the Supporter? What did the observers see? What could have been improved? Remember to debrief role the players.

16h30: END OF DAY 4

08h00 – 08h15 REVIEW

08h15 – 10h30 PANEL OF REFERRAL ORGANISATIONS

Objectives:

- Develop an understanding of referral organisations and an opportunity to ask questions to clarify points.

Preparation: **PANEL MEMBERS NEED TO BE INVITED WELL IN ADVANCE OF THE TRAINING:**

Invite individuals from organisations to be on the panel. Suggestions for panel members:

- Include at least one person from the Woman and Child Protection Unit (and more if the Unit has social workers as well as police officers).
- Invite a social worker from the Ministry of Health and Social Services
- Invite someone from a counselling organisation such as Lifeline/Childline
- Invite a representative from the Ministry of Gender Equality and Child Welfare
- Invite any other representatives of groups who are active in supporting survivors in the area.

Materials: none

Time: 2 hours 15 minutes

Ask the panel members to each answer the following questions:

1. "What kind of service does your organisation provide for survivors?"
2. "How specifically do you help victims of abuse?"
3. "Do you have any practical ideas for how interaction between your organisation and the Community Survivor Supporters can run smoothly?"

Leave plenty of time for the participants to ask their own questions.

BREAK: 10h30 – 11h00



11h00 – 13h00

COMBINING YOUR NEW SKILLS

Objectives:

- Pull together the different aspects of the training, practice skills and gain feedback.

Materials: Flip chart and pens; case study handouts

Time: 2 hours (preparation in groups 45 minutes, presentations and feedback 1 hour 15 minutes)

Preparation

The facilitator explains to participants that the next exercise is to give them the opportunity to combine different aspects of the training and practice their skills – these will include counselling skills, assertiveness, knowledge of their role and knowledge of the law. The facilitator then splits the group into 3 small groups. Each group is given a different role play (see below). Participants must decide how to present the role play – everyone must have a part. They should prepare a role play that will take 8-10 minutes to perform.

Presentation

Group 1 performs the role play (10 minutes). Then the players, the facilitators and the other participants comment on what was good and what could have been improved or considered for inclusion (maximum 15 minutes each). Follow the same format for group 2 and group 3.

LUNCH: 13h00 – 14h00

Case study 1

You have finished the training and have just arrived back in your community. You need to inform people (relevant organisations and community members) about your new role. One of you will be the Community Survivor Supporter and you must decide what roles the others will play. Produce a role play of 8 – 10 minutes showing what you will do.

Case study 2

You have finished the training, have arrived back in your community and informed relevant people (organisations and community members) about your new role. Your first client arrives. What do you do? One of you will be the Community Survivor Supporter, one the client and you must decide what roles the others will play. Produce a role play of 8 – 10 minutes showing what you will do.

Case study 3

You are active as a Community Survivor Supporter. You have been supporting a young girl who was raped by her step-father (who is a school principal). The day of the trial arrives. What do you do? One of you will be the Community Survivor Supporter, one the rape survivor and you must decide what roles the others will play. Produce a role play of 8 – 10 minutes showing what you will do.

14h00 – 14h45

REVIEW OF OBJECTIVES, EXPECTATIONS AND FEARS, AND EVALUATION

Objective:

- Produce a clear evaluation.

Preparation: make sure you have the objectives, expectations and fears from the first day of training ready.

Materials: Flip chart and pens

Time: 45 minutes

The facilitator reminds participants about the objectives. Then the facilitator goes through the expectations and fears one by one, asking for feedback. The feedback should be written up on the flip chart.

The participants then stand in a circle while one facilitator writes up the comments, another facilitator asks each person:

- “What was good about the training?”
- “What was missing from the training?”
- “How could the training have been improved?”

14h45 – 15h15**PRESENTATION OF CERTIFICATES,
SIGNING OF CONTRACTS AND CLOSE**

Preparation: certificates prepared in advance (see sample at the end of this section) with each person's name correctly spelt.

Materials: certificates

Time: 30 minutes

Present each participant with their certificate and ask them to sign it, stating their commitment to the work.

Each facilitator should thank the participants and make positive remarks about their qualities. One of the facilitators should conclude with:

“Violence is a big problem in Namibia and it affects all of us in some ways. Some of you may have experienced violence, some may fear that it could happen to you, and some have special concern for family members and friends.

We know from research that at least 6 out of 10 women in Namibia do not seek help when they experience violence in their relationships. Half of these women don't seek help because they think the violence is 'normal'. Some of the women have no-one to turn to.

Your role is vital in helping people to speak out against violence and supporting them in efforts to stop the violence. Your work will truly make a difference to individuals, to the community and to our country.”

15h30: END OF DAY 5





CERTIFICATE
EXAMPLE ONLY!

This is to certify that

Ms Magrieta Sila van Wyk

completed a five-day training course (5-9 February 2007) as a **Community Survivor Supporter** and hereby commits
him/herself to carry out his/her work as **Community Survivor Supporter** to the best of his/her knowledge and ability.

.....
Community Survivor Supporter

.....
Dr Gudrun D. Kober
PEACE Centre

.....
Ms Anne Rimmer
Legal Assistance Centre

.....
Ms Rosa Namises
Women's Solidarity

Appendix

ORGANISATIONS BY REGION AND LOCALITY

Appendix – ORGANISATIONS BY REGION AND LOCALITY

In column 2: N = National; R = Regional; L = Local

Caprivi	N	Directorate of Social Services (Ministry of Health and Social Services)	served by Rundu office, Kavango	Katima: 066 - 253 012 Rundu: 066 - 265 551
	N	Ministry of Education	Katima Mulilo	066 - 253 002 066 - 253 210
	N	Ministry of Gender Equality and Child Welfare (MGECW): regional office	Katima Mulilo	066 - 254 121 066 - 252 286
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Katima Mulilo	066 - 253 668
	N	Woman and Child Protection Unit (WCPU)	Katima Mulilo	066 - 253 060 081 - 269 8775
Erongo	N	Directorate of Social Services (Ministry of Health and Social Services)	served by Otiwarongo office, Otihozondjupa; Omaruru; Usakos; Swakopmund; Walvis Bay	Otiwarongo: 067 - 303 706 Omaruru: 064 - 570 037 Usakos: 064 - 530 067 Swakopmund: 064 - 412 460 Walvis Bay: 064 - 203 441
	N	Dutch Reformed Church Benevolence Board Social Service Council	Swakopmund (serves Swakopmund, Henties Bay, Walvis Bay and any other town in western region)	Swakopmund: 064 - 461 962 Walvis Bay: 064 - 205 857
	R	Erongo House of Safety (Erongo Development Trust)	Swakopmund	064 - 406 008
	N	Helpline	Swakopmund	064 - 402 993 crisis counselling: 081 - 127 1002/3 081 - 233 0216/7
	R	Karibib Shelter for Women (Let's Help Each Other Women's Foundation)	Karibib	061 - 260 924 (WSN office)
	R	Let's Help Each Other Women's Foundation	Karibib	064 - 550 303
	N	Michelle McLean Children's Trust	contact point Walvis Bay	064 - 206 441
	N	Ministry of Education	Swakopmund; Omaruru	Swakopmund: 064 - 410 5000
	N	Ministry of Gender Equality and Child Welfare (MGECW): regional office	Swakopmund	064 - 462 580 064 - 462 259
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Omaruru; Swakopmund	Swakopmund: 064 - 404 816
	L	Namibia Women's Network (NWN) Member Organisation	Arandis	064 - 501 501
	R	Rössing Foundation Erongo Pro-Child Initiative	Swakopmund	064 - 462 145
	N	Usakos Children's Education Centre	Usakos	064 - 530 147 064 - 530 712 081 - 292 7208
	R	Walvis Bay Child and Family Centre	Walvis Bay	064 - 209 457

Appendix – ORGANISATIONS BY REGION AND LOCALITY

Erongo continued	R	Women's Action for Development (WAD)	Karibib; Spitzkoppe	Karibib: 064 - 550 436 Spitzkoppe: 064 - 530 879
	N	Woman and Child Protection Unit (WCPU)	Walvis Bay	064 - 219 068
	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Windhoek office, Khomas; Mariental; Rehoboth	Windhoek: 061 - 203 2602 Mariental: 063 - 245 281 Rehoboth: 062 - 523 811
	N	Ministry of Education	Mariental; Rehoboth	Mariental: 063 - 245 700 063 - 242 084 063 - 242 315 Rehoboth: 062 - 523 123 062 - 523 120
	N	Ministry of Gender Equality and Child Welfare (MGECW): regional office	Mariental	063 - 242 542
	N	Ministry of Youth, National Services, Sport and Culture	Mariental; Rehoboth	Mariental: 063 - 242 450 063 - 242 445 Rehoboth: 062 - 524 691
	L	Namibia Women's Network (NWN) Member Organisations	Mariental; Hoachanas; Stampriet; /Haruchab	Mariental: 063 - 242 084 063 - 240 427 Stampriet: 063 - 177 400 /Haruchab: 063 -260 152
	R	Women's Action for Development (WAD)	Gibeon; Kalkrand; Rehoboth	Gibeon: 063 - 251 192 Kalkrand: 063 - 264 060 Rehoboth: 062 - 524 329 062 - 276 186
	R	Kai/ganaxab Youth Skills Training Centre	Mariental	063 - 240 808
	N	Woman and Child Protection Unit (WCPU)	Mariental; Rehoboth	Mariental: 063 - 240 574 Rehoboth: 062 - 523 223
Karas	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Windhoek office, Khomas; Karasburg; Keetmanshoop; Lüderitz	Windhoek: 061 - 203 2602 Karasburg: 063 - 270 167 Keetmanshoop: 063 - 223 365 Lüderitz: 063 - 202 446
	N	Dutch Reformed Church Benevolence Board Social Service Council	Keetmanshoop (serves Keetmanshoop, Lüderitz, Karasburg, Ariamsvlei, Warmbad and any other town in the southern regions)	063 - 222 130
	R	Keetmanshoop Multi-Purpose Youth Resource Centre	Keetmanshoop	063 - 222 884 063 - 222 699 063 - 222 854
	N	Ministry of Education	Keetmanshoop; Karasburg; Lüderitz	Keetmanshoop: 063 - 222 811
	N	Ministry of Gender Equality and Child Welfare (MGECW): regional office	Keetmanshoop	063 - 222 535 063 - 222 063

Appendix – ORGANISATIONS BY REGION AND LOCALITY

Karas continued	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Keetmanshoop; Lüderitz; Karasburg	Karasburg: 063 - 270 059 Keetmanshoop: 063 - 222 884 Lüderitz: 063 - 203 367 063 - 203 420
	N	Woman and Child Protection Unit (WCPU)	Keetmanshoop; Lüderitz	Keetmanshoop: 063 - 221 826 081 - 255 4504 Lüderitz: 063 - 203 668 081 - 245 8660
Kavango	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	Rundu office	066 - 265 551
	N	Lifeline/Childline	outreach point Rundu	066 - 255 066
	N	Ministry of Education	Rundu; Nkurenkuru	Rundu: 066 - 255 011 Nkurenkuru: 067 - 257 902
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Rundu	066 - 256 771 066 - 255 939
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Rundu; Nkurenkuru	Rundu: 067 - 255 189 067 - 256 428/9 Nkurenkuru: 067 - 257 902
	R	Namibia Red Cross Society – Street Children Drop-in Centre	Rundu	066 - 256 216
Khomas	N	Woman and Child Protection Unit (WCPU)	Rundu	066 - 255 209
	N	Aids Care Trust of Namibia	Windhoek	061 - 259 590/1 081 - 124 3461
	N	Catholic Aids Action (National Catholic Women's Programme)	Windhoek	061 - 276 350
	R	Change of Life Style Home's Project (COLS)	Windhoek	061 - 247 006 081 - 278 5868
	N	Directorate of Legal Aid (Ministry of Justice)	Windhoek head office; regional offices serving all regions	061 - 280 5111
	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	Windhoek head office; regional offices serving all regions	061 - 203 2602 regional office: 061 - 292 4378
	N	Dutch Reformed Church Benevolence Board Children's Home	Windhoek; 3 regional offices serving all regions	061 - 237 296
	N	Dutch Reformed Church Benevolence Board Social Service Council	Windhoek	061 - 237 296
	R	Friedenau Outdoor Leadership & Environmental Centre (Youth Skills Training Centre)	Windhoek	061 - 234 223
	R	Friendly Haven Shelter (Social Diaconic Action for Young Women)	Windhoek	061 - 213 302
	N	Helping Hand Welfare Organisation	Windhoek	061 - 257 986

Appendix – ORGANISATIONS BY REGION AND LOCALITY

**Khomas
continued**

N	Interim Night Shelter (Street Children Programme)	Windhoek	061 - 212 962
N	Law Reform and Development Commission (LRDC) – Ministry of Justice	Windhoek	061 - 280 5111
N	Legal Assistance Centre (LAC)	Windhoek head office; 1 regional office in Ongwediva, Oshana	061 - 223 356
N	Lifeline/Childline	Windhoek; outreach point in Rundu & Oshakati	061 - 226 889 all hours counselling: 061 - 232 221
N	Michelle McLean Children's Trust HQ and Katutura Place of Safety	Windhoek; contact point in Walvis Bay	061 - 240 807 061 - 240 809 061 - 249 507 061 - 249 516
N	Ministry of Education	Windhoek head office; 8 Regional School Counsellors	061 - 293 9411 061 - 293 3111
N	Ministry of Gender Equality and Child Welfare (MGEWC); regional office	Windhoek head office; regional offices serving all regions	061 - 283 3111
N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Windhoek head office; offices in 13 Regions and 23 towns	061 - 270 6111 multi-purpose youth centre: 061 - 263 281/2
N	Ministry of Safety and Security	Windhoek head office; serves all prisons	061 - 209 3111
R	iNara Training Centre	Windhoek	061 - 222 860 061 - 222 456
N	Namibia Institute for Democracy (NID)	Windhoek	061 - 229 117/8
N	Namibia Planned Parenthood Association	Windhoek	061 - 230 250 081 -127 4327 081 - 128 5239
N	Namibia Red Cross Society HQ and Day-Care Centres	Windhoek	061 - 235 226
N	Namibia Women's Association (NAWA)	Windhoek	061 - 262 021
N	Namibia Women's Network (NWN)	Windhoek head office, national coverage through member organisations	061 - 247 191 061 - 246 401 shelter: 061 - 246 331
N	Namibian Children's Home (Ministry of Health and Social Services)	Windhoek	061 - 228 591 061 - 229 407
N	Namibian Men for Change (NAMEC)	Windhoek; serves all 13 regions	061 - 224 004 081 - 269 5967
N	Namibian Police (NAMPOL)	Windhoek head office; charge offices in all localities	emergency telephone number in all regions and localities: 10111
N	National Aids Control Programme (Ministry of Health and Social Services)	Windhoek	061 - 224 015

Appendix – ORGANISATIONS BY REGION AND LOCALITY

Khomas continued	N	National Society for Human Rights (NSHR)	Windhoek	061 - 236 183 061 - 253 447
	N	Office of the Ombudsman	Windhoek	061 - 207 3111
	R	PEACE Centre	Windhoek	061 - 371 550
	N	Philippi Trust Namibia	Windhoek	061 - 259 291
	N	Psychological Association of Namibia	Windhoek; counsellors in several regions	Manfred Janik 061 - 256 198 Hilda Lösch 061 - 224 849 Talita Vermaak 061 - 228 112
	N	Psychology	Windhoek; clinical psychologists in various localities	See classified medical listing in telephone directory
	N	Scripture Union Namibia – Aids for Aids Programme	Windhoek	061 - 240 541
	N	Sister Namibia Collective	Windhoek	061 - 230 618
	N	United Nations System in Namibia	Windhoek	061 - 204 6111
	N	University of Namibia (UNAM) – Gender Training and Research Unit	Windhoek	switchboard: 061 - 206 3111 gender training unit: 061 - 206 3951/2
	N	White Ribbon Campaign Namibia (WRCN)	Windhoek	061 - 236 060
	R	Women's Action for Development (WAD)	Windhoek; offices in 6 regions	061 - 227 630
	N	Women's Solidarity Namibia (WSN)	Windhoek; serves all regions	061 - 260 924
	N	Woman and Child Protection Unit (WCPU)	Windhoek	061 - 209 5226 081 - 122 939 97
Kunene	N	Young Women's Christian Association (YWCA)	Windhoek; outreach point Oshakati	061 - 263 484
	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Otjiwarongo office, Otjozondjupa; Khorixas	Otjiwarongo: 067 - 303 706 Khorixas: 067 - 331 493
	N	Ministry of Education	Khorixas; Opuwo	Khorixas: 067 - 331 050 067 - 331 006 Opuwo: 067 - 273 186 067 - 273 266
	N	Ministry of Gender Equality and Child Welfare (MGEW); regional office	Opuwo	065 - 273 580 065 - 273 086S
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Khorixas; Opuwo	Khorixas: 067 - 331 392 Opuwo: 065 - 273 195
	L	Namibia Women's Network (NWN) Member Organisation	Fransfontein, Outjo	Outjo: 067 - 313 445
	R	Women's Action for Development (WAD)	Khorixas	067 - 331 071 067 - 331 163
	N	Woman and Child Protection Unit (WCPU)	Opuwo	065 - 273 483

Appendix – ORGANISATIONS BY REGION AND LOCALITY

Ohangwena	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Oshakati office, Oshana; Engela	Oshakati: 065 - 220 211 Engela: 065 - 261 104
	N	Ministry of Education	served by Ondangwa office, Oshana; Eenhana	Ondangwa: 065 - 240 024 Eenhana: 062 - 263 026
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Eenhana	065 - 263 047 065 - 263 062
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Eenhana	065 - 263 030
	N	Woman and Child Protection Unit (WCPU)	Eenhana	065 - 264 200
Omaheke	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Windhoek office, Khomas; Gobabis	Windhoek: 061 - 203 2602 Gobabis: 062 - 562 940
	R	Farm Du Plessis Rural Youth Development Centre	Gobabis	062 - 568 334
	N	Ministry of Education	Gobabis; Otjinene	Gobabis: 062 - 564 454 062 - 563 191
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Gobabis	062 - 564 685/7
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Gobabis; Otjinene	Gobabis: 062 - 562 249 062 - 562 808 Otjinene: 062 - 567 573
Omusati	R	Safe the Children Project	Gobabis	062 - 563 191 062 - 562 551 081 - 231 6025
	N	Woman and Child Protection Unit (WCPU)	Gobabis	062 - 566 100
	R	Women's Action for Development (WAD)	Otjinene	062 - 567 577 062 - 567 607
	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Oshakati office, Oshana; Ongandjela	Oshakati: 065 - 220 211 Ongandjela: 065 - 252 013
	N	Ministry of Education	served by Ondangwa office, Oshana; (Outapi)	Ondangwa: 065 - 242 500 (Outapi: 065 - 251 076)
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Ombalantu	065 - 251 141
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Outapi	065 - 251 076
	R	Okahao Green Skills Training Centre (Youth Skills Training Centre)	Ongandjera	065 - 252 045
	R	Women's Action for Development (WAD)	Mahanene	065 - 250 340
	N	Woman and Child Protection Unit (WCPU)	Outapi	065 - 251 199

Appendix – ORGANISATIONS BY REGION AND LOCALITY

Oshana	N	Directorate of Social Services (Ministry of Health and Social Services)	Oshakati; Ondangwa	Oshakati: 065 - 220 211 Ondangwa: 065 - 258 811
	N	Legal Assistance Centre (LAC) – Human Rights Centre	Ongwediva	065 - 230 178 065 - 230 444
	N	Lifeline/Childline	outreach point Oshakati	065 - 222 838
	N	Ministry of Education	Ondangwa East; Ondangwa West; Oshakati	East: 065 - 242 500 065 - 240 024 West: 065 - 242 500 065 - 240 603/4 Oshakati: 065 - 220 781
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Oshakati	065 - 222 447 065 - 231 316
	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Ondangwa; Oshakati	Ondangwa: 065 - 240 255 Oshakati: 065 - 220 354
	N	Woman and Child Protection Unit (WCPU)	Oshakati	065 - 223 6056
	N	Young Women's Christian Association (YWCA)	Oshakati outreach point	065 - 225 690
	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	served by Oshakati office, Oshana; Tsumeb	Oshakati: 065 - 220 211 Tsumeb: 067 - 224 050
	N	Dutch Reformed Church Benevolence Board Social Service Council	Tsumeb (serves Tsumeb, Otavi, Grootfontein, Kombat and any other town in the northern regions)	067 - 220 411
Oshikoto	N	Ministry of Education	served by Ondangwa office, Oshana; Tsumeb	Ondangwa: 065 - 240 024
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Tsumeb	067 - 220 344 067 - 220 924
	N	Ministry of Youth and Sport (MYS) Regional Office and/or Youth Centre	Tsumeb	067 - 220 534
	R	Tsumeb Women's and Children Centre	Tsumeb (serves Tsumeb, Otavi, Grootfontein, Otjiwarongo & surrounding farm communities)	067 - 221 622
	N	Namibia Women's Network (NWN) Member Organisation	Tsumeb; Oshivello	Tsumeb: 067 - 220 796 Oshivello: 081 - 260 9662
	N	Woman and Child Protection Unit (WCPU)	Tsumeb	067 - 223 5053
	N	Directorate: Developmental Social Services (Ministry of Health and Social Services)	Otiwarongo; Grootfontein; Okakarara; Okahandja; Otavi	Otiwarongo: 067 - 303 706 Grootfontein: 067 - 242 960 Okakarara: 067 - 317 004 Okahandja: 062 - 503 221 Otavi: 067 - 234 194
	N	Ministry of Education	Otiwarongo; Grootfontein; Okakarara; Tsumkwe	Otiwarongo: 067 - 303 730
	N	Ministry of Gender Equality and Child Welfare (MGEWCW): regional office	Otiwarongo	067 - 301 269 067 - 302 419
Otiwondjupa				

Appendix – ORGANISATIONS BY REGION AND LOCALITY

Otjozondjupa continued	N	Ministry of Youth, National Service, Sport and Culture: regional youth office	Tsumkwe; Grootfontein; Otjiwarongo; Okakarara; affiliates in 4 regions	Tsumkwe: 067 - 244 012 Grootfontein: 067 - 243 079 Otjiwarongo: 067 - 302 268 Okakarara: 067 - 317 256
	L	Okahandja Youth Guidance Centre (Stop the Violence Women's Group)	Okahandja	062 - 502 013
	N	Namibia Women's Network (NWN) Member Organisation	Omatjene; Otjiwarongo; Okahandja	Omatjene: 067 - 304 407 Otjiwarongo: 067 - 303 386 Okahandja: 062 - 502 106
	L	Stop the Violence Women's Group	Okahandja (serves Okahandja and surrounds)	062 - 501 355
	R	Women's Action for Development (WAD)	Okakarara	067 - 317 041 067 - 317 339
	N	Woman and Child Protection Unit (WCPU)	Otjiwarongo	067 - 300 600



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