



GBV Dialogue Tool

(for Illiterate participants)

May 2013

Funded by



NORWEGIAN EMBASSY

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CARE GBV Dialogue Tool for the Illiterate

Introduction

This training tool has been developed to help community-based groups in Vietnam whose membership has high degrees of illiteracy to reflect and discuss about domestic violence and how it affects their group.

Domestic violence is a problem that affects almost all societies in the world. It happens in all kind of families, rich and poor.

This tool is designed for you, the trainer, to be used in your group and together with the members to initiate discussion and stimulate thinking on violence as it affects women in your group. This tool aims to lead to increased knowledge and change of attitudes amongst people to create a ripple effect for others to influence their community members to change their attitudes.

Becoming aware of and thinking about a problem involves **analysing why it happens** and linking it to the situation within the community that allows it to happen.

It involves thinking about the context, and clearly **identifying values and norms** held by individuals and the wider community that perpetuate and tolerate the problem. In the training the activities will focus on analysing some of the issues that are at the root of domestic violence. This includes how the norms and traditions of the community allow it to continue. So the first step is to start a journey with your group to look at the way violence is seen in your community, the effects it has on the community and what can be done to prevent it.

Understanding Individual Behaviour Change

Many individuals pass through typical stages as they make changes in how they think or act. However, this process is not linear; people often repeat stages and rarely progress through each in order. To further illustrate the stages of behaviour change, take an example of beating a child.

Stage 1: Pre-contemplation

The individual is unaware that beating her/his child is a problem. When the child makes a mistake or behaves inappropriately, the individual hits, slaps, or pinches the child.

Stage 2: Contemplation

The individual begins to question if beating the child is the best method of discipline. This thinking could emerge from:

- Seeing the child badly injured after a beating
- Hearing neighbours talking about other ways of disciplining children
- Hearing from a doctor that her/his child has been injured from beating
- Reading a newspaper article or hearing a radio program that discusses the negative impact of beating children
- Being confronted by a family member when beating the child
- Recognizing that the child is becoming more frightened and withdrawn and does not change the behaviour that the parent wants to correct

Stage 3: Preparations for Action

The individual may begin to talk with her neighbours, health care providers, religious leader, family, or friends about beating. S/he may also begin to watch how other parents, grandparents, and teachers relate to and discipline children. S/he may begin to think of other ways to discipline the child. The individual decides that s/he will use other methods of discipline with her/his child.

Stage 4: Action

After the child has misbehaved, the individual does not beat the child but instead talks to the child about the behaviour and assigns extra chores as a punishment.

Stage 5: Maintenance

The individual recognizes the benefits of not beating the child. S/he could feel an increase in self-esteem, notice that the child is happier and less frightened, begin enjoying a better relationship with the child, experience positive recognition from neighbours or friends, etc.

It is important to remember that an individual will not be able to make the change completely and immediately on the first attempt and then never beat the child again. Behaviour change is a process, and, as such, takes time. There will be times when the individual lapses in anger or frustration. This does not mean that the individual has failed at making the behaviour change. Reverting to the old behaviour is natural. Learning something new, whether it is a skill or a change in behaviour, takes time, perseverance, practice, and support from others to be successful.

Therefore remember that ***this tool will not change people immediately***, or that you will be able to see changes in the way of thinking in the participants very soon. However, give it time and consider it as a tool which is planting a seed of change. It will take time to grow and nurture, but it will begin to make changes, first in ideas, then in action.

Training approach

The training process is divided into 5 different modules, and each module interconnects with and leads to the next, and is aimed at giving different perspective on domestic violence for the illiterate. Each module has an exercise that will facilitate the introduction of the concept and help deeper understanding.

The tool is most effective when facilitated with 10-20 people max per training. A greater number of people in the group and it will become difficult to direct exercises and elicit participation meaningfully.

Do No Harm¹

While unintentional, this tool may expose vulnerable individuals for **increased** levels of violence in their homes, communities, or workplaces as it will increase their knowledge of violence and this may compel them to speak about it. As facilitators, we have an ethical and moral obligation to prevent this unintentional harm through vigilance about the quality of our implementation procedures, monitoring and evaluation plans, and selection, training and supervision of key staff. This idea of “**Do No Harm**” refers to the ethical responsibility that our primary goal as facilitators and trainers is the **well-being of the participants**. We must measure the risk we present to others when we ask them to talk about violence and the possible re-traumatisation that may occur as a result.

A basic set of **guiding principles** have been included below to help you prevent and mitigate harm that may be caused from implementing this Dialogue Tool on Gender-Based Violence.

1. **Map out existing services** that are available for participants in the community before beginning Dialogue Tool activities (eg. health services; violence hotline; safe address or shelter; legal services or legal knowledge of rights for survivors of violence; etc.). Provide this information to any participant who requests it.
2. **Ensure that the GBV Dialogue Tool exercises are conducted in a private and confidential space.** There should be no one in the room who is not an active participant and has not been invited for a specific purpose (trainer, facilitator, translator, participant).
3. **Informed consent and confidentiality** (see Appendix 2): The form must be read to all participants. They must sign it and if they are illiterate, another witness should also sign it verifying that the participant understands his/her rights as a participant in this process.

¹ CARE Gender Wiki, *Do No Harm Guidelines for GBV*. Retrieved on 10 October 2013 from <http://gender.care2share.wikispaces.net/Do+no+harm+guidelines+for+GBV>

4. **The facilitator, translator, note-taker and other trainer participants should be of the same sex as the participants.**

5. **Conduct activities in a manner that does not “single” a person out.** If a participant is in denial of violence, the facilitator should be aware of the value of denial in protecting people from trauma that they cannot process. He/she should not attempt to “break denial.”

6. **If a participant recounts and relives a trauma, the facilitator must “bear witness”** which means the facilitator **MUST** sit and listen for as long as it takes until the story is complete. Simply by respectfully, “bearing witness” the facilitator will enable healing—likewise, interrupting or cutting a story short further traumatizes.

Facilitation

These guidelines are for you, the trainer and facilitator. Please read them BEFORE starting the activities.

Ideally there should be two facilitators, who are involved at different stages – joining in the planning or just brought in to run certain sessions.

Two or more facilitators are useful because co-facilitators give each other support.

Facilitators need good listening skills, understanding of group dynamics, and to be able to encourage mutual respect and understanding between themselves and the group.

This training course is designed to run in groups composed of not more than 10 to 20 people. A greater number would make it very difficult for you to be able to run the exercises in the time allocated. You don't want to make the training sessions too long and tire people.

You as a trainer will be using **participatory methods** to facilitate your sessions. As the facilitator, you will guide the group and encourage participants **to take an active role** in their own learning process. Participants are encouraged to bring their experiences into the group and use them to identify issues. This method is more dynamic: it values people's experiences and trainees are much more active in the learning process.

The role of the facilitator is to use her/ his facilitation skills to help participants to learn from their experiences, deepen their understanding of issues important to them, and find ways of applying their learning to their personal life. This approach is based on the belief that people can learn more effectively when their own capacity and knowledge is valued, when they are able to analyze their experiences in a safe group environment. Your role as a trainer is to facilitate the learning process rather than to teach it.

As this is a tool designed to interact with people who are illiterate or have limited literacy, greater emphasis is devoted to extract their knowledge and record it with greater precision, **remember that note-taking is extremely important.** You should assign a separate note-taker whose sole responsibility is to take notes of the facilitation and participant input and exchange. Notes should be coded (Female #1, Female #2, etc.) and should not include the names or any identifiers of participants.

You will find tips and suggestions for a happy training in each of the 5 modules. Please follow them and make them yours. It will take some time to develop confidence and feel at ease during the training, but after some practicing, you will feel more confident with the tool. The most important element is for participants in this training to feel that they can trust you. The rest will come with practice.

Facilitation tips

Be respectful and honest of people's ideas, even if they are not the same as yours.

Encourage and value all participants' experiences.

Don't present yourself as an expert but as someone who is there to learn as well.

Have people sit in a circle or in a format where it is easy have an open discussion and see each other.

Ask people if they have any doubts and see if you can help them overcome them.

Decide together with the group if there are any changes in the programme.

Introductions

Objectives

- Provide an opportunity for participants to get to know each other
- Develop a common understanding of the work that will be done together

Preparations

The 20 cards with pictures of animals (see Appendix 1)

Steps

Part A – Icebreaker (15 minutes)

1. Stand in the middle of the room and ask everybody to stand in a circle around you.
2. Make sure the circle is large enough for people to move around in it.
3. Explain that you are going to complete the sentence “Everyone who...” if the sentence applies to a participant, she gets up and find another seat. For example if you say “Everyone who is wearing shoes”, all the participants wearing shoes must get up and find another seat.
4. You (the person in the middle) will rush to a sit as well, which means that one participant will be left in the middle with nowhere to sit.
5. The new person standing in the middle now has to complete the sentence “Everyone who...” with a new description (e.g. wears earrings, has a black shirt, long hair etc.). continue playing until most participants have been in the middle.
6. You will find this is a good game to ease the initial tension and anxiety

Part B – Introductions (25 minutes)

1. Bring out the animal picture cards (with pictures of cows, pigs, geese, lions, butterfly etc.) and lay the cards face up in the middle of the circle so the participants can see them.
2. Ask each person to choose a card.

3. When everyone has chosen a card ask participants to introduce themselves by telling the group their name, a little bit about themselves and how they are similar to the animal they chose. It is best if you start the activity by introducing yourself and choosing a card and giving the explanation of why you chose it: " I chose the cat because I like to play and I am very curious).
4. When all participants have introduced themselves thank them for coming.

Part C – Schedule and ground rules (15 minutes)

1. Carefully go through the schedule with the participants.
2. Explain that to meet the objectives it is important that you as a group make some ground rules that allow you to work together constructively.
3. Ask for suggestions from the participants (keep time, respect other people's views, don't interrupt, etc.).

MODULE 1

A Man and a Woman

In this first section you and the participants will explore the concept of gender roles. Here below find the info sheet that will give you background information on important concepts.

In this section, you will explore the belief system in your community that allows domestic violence to continue to occur. You and your group will explore ideas about gender and discuss what it means to be a man or a woman in your community.

Gender roles when society imposes fixed roles on men and women according to their sex. *Gender* is a set of fixed options that are used by a society and dictate how a man or a woman should behave. This is different from the sex of a person, which is a reality created by birth.

For example, who can give birth or who can breastfeed is a fixed role imposed by nature, by biology.

Gender roles are **roles imposed by society**. For example that women have to cook and stay at home.

These can be changed. **In most cultures, the gender roles given to women force women into a lower position to men — this is called *gender-based inequity***. The work of preventing domestic violence is to help community members redefine these gender roles such that they promote equity between women and men.

The root cause of domestic violence is the inequality of power in intimate relationships based on gender inequity.

What is gender?

Gender describes those characteristics of men and women that are **socially** determined in contrast to those that are **biologically** determined.

The distinction between sex and gender is made to highlight that everything women and men do, and everything is expected of them, with the exception of their sexually distinct functions (childbearing – breastfeeding and impregnation) CAN change and DOES change OVER TIME and according to changing and different social and cultural factors.

The construction of gender roles has deep implications for men and women.

In WORK both women and men have roles in the area of production of goods and services from the community to the governmental level. But some roles fall almost entirely on women's shoulders, such as housework and cooking, taking care of the need of children. One of the results is that, the world over, women have longer working days than men.

Another key issue is the way work is valued. For all its importance domestic work is undervalued, and not considered real work, when it takes great effort and time every day. Also when women work in agriculture to produce to sustain their family is taken for granted or not valued.

Many women are denied their rights. Half the world's population are subordinate to the other half in many different ways, because of the sex they are born with.

Many people believe that men have a higher status as a human being compared to women, and as a result, in most communities, women are valued less than the men around them.

Many men are raised to think of women, especially their wives, as somebody under their power. Because of this widespread belief, communities develop traditions where it is acceptable to treat women as somebody they can control and as somebody who must obey. If this doesn't happen, in many communities men feel justified in using physical and psychological violence to control their wives' or partner's behaviour.

Gender equality, or equality between to sexes, refers to the equal rights, responsibilities opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed to and control over resources and benefits so that all can participate in, decide on and benefit from development.

Man and Women are Alike and Different Exercise (1.5 hours)

Objectives

- To understand the difference between biological and social characteristics of women and men
- To understand the concepts of sex and gender
- To explore and analyze the values and attitudes on gender roles, values, and stereotypes in one's own culture
- To identify what needs to be changed to give fair and just chances to boys and girls, and women and men to promote gender equality in society

Preparations

- Flipcharts
- Colour markers (at least in three colours)
- Gender Sheet 1 (Briefing Note 2.): Concepts of gender and sex
- Gender Sheet 2 (Briefing Note 2.2): Differences between "gender" and "sex"
- Gender sheet 3 (Training Aid 2.3): Distinction between sex and gender
- Gender Sheet 4 (Training Aid 2.2): Pictures about gender equality/inequality

Steps

Part A - A drawing competition on the images of a man and a woman - 5 minutes

1. Place two flipchart papers on the wall where everyone can easily see them. Divide the participants into two teams. Explain the exercise to the teams:
 - The sex relay race is a competition drawing a man and a woman
 - One team will draw a man and the other team will draw a woman
 - Each team needs to come up with full images from head-to-toe
 - It is a race: the first person of each team starts by drawing one body part and then runs back to hand over the marker to the second person who adds a new body part, and so on
 - The team with the clearest image will be the winner
2. Both teams should line up in a row about two meters in front of the flipchart papers.
3. After 5-10 minutes, announce that there are only a few minutes left, to keep a fast pace in high spirits.
4. Stop the exercise when both drawings show several clear physical characteristics of a woman and a man respectively both sex and gender related (for example, breasts for a woman, beard for a man, the sexual organs, a baby on the woman's arm or back, bulging muscles in the arms of the man, differences in clothes and hair style).

Part B. - Talk about the two drawings – 20 minutes

1. Ask both teams to sit down. Discuss the drawings in plenary using the following questions:
 - What are the characteristics of the Man drawing?
 - What are the characteristics of the Woman drawing?
2. Draw the characteristics on the side of each drawing or on a different flipchart paper.
3. Go through the characteristics you have drawn besides each drawing one by one.
4. Once many characteristics have been marked, ask the participants:
 - Which characteristics or differences are applicable for women/men?

- Which characteristics or differences can be switched between women and men?
5. Mark the characteristics that are applicable to women and men with one colour, while characteristics cannot be applicable to both women and men with another colour. Continue by asking the following questions:
 - Why are some characteristics applicable to both women and men while some characteristics cannot be applied to both women and men?
 - What are the characteristics that cannot be changed?
 - What are the characteristics that can be changed?
 6. The participants should identify that the characteristics can be applicable to only women or only men are biological characteristics, and the characteristics that can be applicable to both women and men are social characteristics.

Tip for trainers: Encourage the participants so that they can come up with many biological and social characteristics of men or women in their drawings.

1. Explain that biological characteristics or differences between women and men, which are given at birth and cannot be changed are referred as sex.
2. Social characteristics or differences between women and men, which are learned and can be changed are referred as gender. Share the Gender Sheet 1: Concepts of "gender" and "sex".

Part C - Identify the differences between sex and gender - 10 minutes

1. Explain that the participants will listen to some statements to deepen their understanding on the concepts of sex and gender. Participants should think of each statement is about sex or gender.
2. Read the statements from the Gender Sheet 2: Distinction between sex and gender one by one.
3. After each statement, ask the participants if the statement is about sex or gender.
4. Ask why the participants think it is about sex/gender to confirm their understanding.

After going through all the statements, facilitate the discussion based on the statements as follows:

- If the statement is about gender, can it be changed?
- Which sentence you want to change/keep? And why?

Part D - Imagine about gender equality/inequality – 40-60 minutes

1. Ask the participants to share local proverbs that have stories on women or men. In case no proverb is shared by the participants, select some proverbs from the below to share in the class:

- **Thuyền/theo/lái/gái/theo/chồng**
Boats are to be directed by helmsman, girls are to follow their husband)
- **Ruộng/sâu/trâu nái/không bằng/con gái/đầu lòng**
Having a daughter as the first child is more precious than having buffaloes and land)
- **Bếp núc/là/việc/đàn bà/làm nhà/là/việc/đàn ông**
Women's work is to do housework, men's work is to build house)
- **Đàn ông/miệng/rộng/thì/sang/đàn bà/miệng rộng/tan hoang/cửa nhà**
A man who has a large mouth is an opulent person while a woman who has a large mouth is a person who devastates her house.
- **Đàn ông/nông nổi/giếng khơi/đàn bà/sâu sắc/như coi/đựng trầu**
Men are as superficial as a well, women are as profound as a betel tray.
- **Con/hư/tại/mẹ/cháu/hư/tại/bà**
If a child is uneducated, his/her mother and grandmother are to blame.
- **Xem/trong/bếp/biết/nếp/đàn/bà**
See her kitchen if you want to know her characteristics.

2. After reviewing some proverbs, facilitate a discussion with the following key questions:

- What does each proverb mean?
- Was what the proverb suggests true in the past? Is it true now?
- What do these proverbs say about what women and men should be like and thought to be capable of doing?
- What do you think about the ideas included in these proverbs? Do you agree/disagree, and why/why not?

3. Summarize the discussion by highlighting the following points:

- Some proverbs may have been true in the past but they are not always true now and some would like to change.
- Each society has different values, attitudes and ideas on what men and women, boys and girls should be like, and should or should not do. That's

“Gender values”. The **“Gender stereotypes”** is related on the ideas on what men and women can or cannot do.

- These gender values and gender stereotypes influence the way people think, behave and live their lives, or in other words, this values and stereotypes influence on the gender roles.
- However these could be changed over the time.

Part E Conclusions – 5 minutes

1. Ask the participants what they have learned in this session. If not mentioned by the participants, you should conclude by covering the following points:
 - In this session, we have learned the concept of gender and the distinction between **Gender** and **Sex**. We also have an initial discussion about **gender equality** and **inequality**.
 - **Sex** refers to the biological differences between the two sexes. These are given at birth by nature and unchangeable in terms of time and space. For example, the sexual organs are different between men and women. They identify the reproductive functions of men and women: Only women can get pregnant, give birth and breast-feeding; only men can produce sperm.
 - **Gender** refers to the social differences and relations between the two sexes. These are learned, vary widely within and between cultures, and change over time. For example, in many countries women take care of young children but increasingly men are taking care of young children too. These social differences reflect equality and inequality situations as we have just discussed. Thus, it is our responsibility to find the way to change such inequalities.
 - **Gender equality**, or equality between to sexes, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed to and control over resources and benefits so that all can participate in, decide on and benefit from development.
 - **Gender equality promotion** is about ensuring equal outcomes and equal shares Between men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. It does not mean that women and men need to become exactly the same. Women and men can be different, but should have equal rights, responsibilities and opportunities in life.
 - **Gender values and stereotypes** influence on the gender roles. Those gender values and gender stereotypes create different expectations for boys and girls, women and men. These expectations sometimes directly and indirectly pressure boys, girls, women and men to behave in a certain way.

- **Ideas on gender roles** vary between cultures and within a society. They also change over time as the society changes from one generation to the next. However, many gender values and stereotypes still exist, placing women and girls in disadvantages.

Gender Sheet 1: Concepts of Sex and Gender

Sex refers to universal biologically determined differences between men and women. These characteristics are given at birth by nature and are **unchangeable**. For example, only women can give birth and do breast-feeding; only men can produce sperms.

Gender refers to the social differences and relations between men and women. Gender roles are learned, change over time, and have a wide variation both within and between cultures. These differences and relationships are social constructs and are learned through the socialization process. For example, women can be a Minister of Defense, men can be a kindergarten teacher.

Gender equality, or equality between to sexes, refers to the equal rights, responsibilities, opportunities, treatment and valuation of women and men, girls and boys in life and at work. Gender equality means that people of all ages and both sexes have equal chances to succeed to and control over resources and benefits so that all can participate in, decide on and benefit from development.

Gender equality promotion is about ensuring equal outcomes and equal shares between men and women, boys and girls, so that all persons are treated with dignity and allowed to develop to their full potential, leading to a higher quality of life for all. It does not mean that women and men need to become exactly the same. Women and men can be are different, but should have equal rights, responsibilities and opportunities in life. The way boys and girls, women and men, are treated and their work is valued should not depend on whether they are born male of female. Gender equality will be achieved when women and men enjoy the same human and workers' rights, and are value and treated equally and when there is a fair distribution between them of:

- Responsibilities and opportunities
- Workload, decision-making and income.

Gender Sheet 2: Sex and Gender Differences

Identify whether it is sex (S) or gender (G):

- Women can get pregnant (S)
- Women are responsible for the household and children (G)
- Men have short hair; women have longhair (G)
- In Vietnam a lot of women earn less than men (G)
- Women can breastfeed (S)
- In Thai Nguyen women are often traders, in Hanoi these jobs are done mostly by men (G)
- Men usually have a lower voice than women (S)
- Parents prefer son (G)
- Many men participate in a village meeting, while only a few women participate in a village meeting (G)
- In villages, more women are illiterate than men (G).
- Men can wash clothes (G)
- Women can speak out what they want to do in the community (G)
- Teenage boys helping parents with preparing the soil, while teenage girls helping parents with planting the seeds (G)
- Women could become leaders (G)
- Nowadays more husbands share the housework with the wife (G)
- Men cannot do breast feeding (S)
- Women could make decisions in the family business (G)

Sex With biological characteristics	Gender With social characteristics
<ul style="list-style-type: none"> • Are given at birth by nature <p>Example: Only women can be pregnant and give birth</p>	<ul style="list-style-type: none"> • Are learned <p>Example: Women care for their children</p>
<ul style="list-style-type: none"> • Are the same all over the world <p>Example: Women can give birth</p>	<ul style="list-style-type: none"> • Are different at areas and countries <p>Example: In many countries, men are responsible for caring for their children</p>
<ul style="list-style-type: none"> • Are unchangeable in terms of time and space <p>Example: Men can never give birth</p>	<ul style="list-style-type: none"> • Are changeable over time and space under the impacts of social issues <p>Example: Women in many societies have full rights of inheritance</p>

MODULE 2

Domestic Violence Overview

This module will give the participants a basic understanding of how domestic violence is conceptualized, it will give a description of how violence against women is a world problem and how there are different kinds of violence that characterize it: physical, emotional and sexual and economic. The module will then start exploring what happens in Vietnam and the explanation of domestic violence prevention and control. It will also explain the mechanisms for protection of women that the government provided for in the law.

Domestic violence is any act, or threat of an act, that causes physical, sexual, psychological or economic harm in an intimate relationship.

- Physical violence includes beating, hitting, slapping, burning or choking a person.
- Sexual violence includes forced sex (rape), refusal to practice safe sex or forcing a person to do sexual acts against his/her will.
- Psychological violence includes threatening, intimidating, shouting, isolating or humiliating a person.
- Economic violence includes not allowing a person to work, taking all her earnings or not allowing her to participate in financial decision-making.

Domestic violence happens between people who are in an intimate relationship (i.e., marriage or cohabiting in the same house).

Domestic violence is about power and control over another person. It is about absence of equality and the low status of a woman in her relationship.

In this way, domestic violence can be understood as a *context of a woman's life, not just an event.*

Domestic Violence Info Sheet

What is Domestic Violence?

Domestic violence (DV) is physical, psychological, sexual, or economic abuse between intimate partners. Domestic Violence is a worldwide problem that affects almost all societies and all people, rich and poor.

Why Does it Happen?

DV happens because society values women less than men. As a result, the abusers (usually the husbands) feel that they are entitled to impose their will on women by whatever means

necessary, including violence. DV continues to happen because, as a community, we remain silent.

Who Does it Happen to?

Although both women and men can experience domestic violence, it happens much more frequently to women. It may be happening to your mother, sister, daughter, friend, colleague, or neighbor. Domestic violence happens in all kinds of homes – rich or poor.

Domestic violence is the responsibility of the person who is behaving violently or abusively. It is not the responsibility or fault of the person who is being abused. No one can force or provoke another person to be violent.

Types of Domestic Violence

There are many types of domestic violence. Many of the types are not physical or cannot be noticed easily. This does not mean that they are less damaging or serious. All types of domestic violence are unacceptable and are harmful to women. Below are a few of the most common types:

Physical	Psychological	Sexual	Economic
<ul style="list-style-type: none"> • pushing • hitting • slapping • grabbing • beating • hair pulling • kicking • punching • choking • burning • twisting arms • use of a weapon • banging head on the floor or wall 	<ul style="list-style-type: none"> • shouting • swearing • insults • threatening violence • humiliating • embarrassing • criticizing threatening to hurt the children • locking her out of the house • extreme jealousy • threatening to leave • constant questioning 	<ul style="list-style-type: none"> forcing sex/marital rape • unwanted touching • grabbing sexual parts of her body • making her do sexual things against her will • coercion • unfaithfulness • inserting objects into her private parts • refusal to have protected sex 	<ul style="list-style-type: none"> • withholding family finances • stopping her from getting or keeping a job • making her ask for money or an allowance • demanding her earnings • spending family finances independently without her consent • preventing her from owning property • not allowing her to have money

Women experiencing violence may show some of the following characteristics or behaviors:

- Lack of self-confidence
- Reducing or ending participation in activities
- Not wanting to see friends
- Visible physical injuries
- Making excuses for physical injuries
- Sadness and loss of energy
- Increased health problems
- Heightened anxiety and fear
- Loss of appetite or inability to sleep

What are the Consequences of Domestic Violence?

Domestic violence hurts us all. Women in abusive relationships cannot fully participate in community life. Their ability to share their energy, ideas, skills, talents, and opinions with their families, communities, places of worship, and in the political process is lost when their bodies and minds are consumed by domestic violence.

For an abused woman, violence results in health problems, sadness, isolation, and a loss of income and self-confidence.

In families, domestic violence creates an unpredictable and frightening environment. Children learn to fear their fathers and worry about their mothers. Children growing up in violent homes learn that violence and aggression are acceptable ways of expressing emotions or resolving conflicts. These children are more likely to leave home and commit acts of violence in their own homes as adults.

Our community also pays a high price for domestic violence. Businesses lose money due to 'sick days' and the ill health of female employees who are being abused. Substantial financial and human resources must be used for domestic violence intervention including law enforcement, health services, court and legal proceedings, and social services.

What Can You Do to Prevent Domestic Violence?

Becoming informed about domestic violence is an important first step in addressing the problem. Learn as much as you can about the issue, and share your knowledge with others. When more people understand and refuse to accept domestic violence it becomes more and more difficult for the violence to continue happening.

If you know a woman who is experiencing domestic violence, reach out to her. Let her know you are there for her and that you are ready to give her non-judgmental emotional support. Remember, she must make her own decisions about her life; do not try to force her to do anything. Guide her to services in the community that could help her.

Some Search Results Show that Domestic Violence is Quite Serious in Vietnam.

According to the National Study on Domestic Violence against Women in Viet Nam conducted by the GSO in 2010, overall, 32 per cent of ever-married women reported having experienced physical violence in their life and 6 per cent had experienced physical violence in the past 12-months.

It is more difficult for women to disclose experiences of sexual violence compared with experiences of physical violence. Nevertheless, 10 per cent of ever-married women reported in interviews that they experienced sexual violence in their lifetime and 4 per cent in the past 12-months.

Emotional and economic abuses, though not less significant than physical or sexual violence, are more difficult to measure in a survey. The results show that 54 per cent of women

report lifetime emotional abuse and 25 per cent current emotional abuse, perpetrated by husbands.

About 15 per cent of women subjected to physical or sexual violence by husbands reported that their health was “poor” or “very poor” compared with 9 per cent of women who had never experienced such violence. Women who had experienced partner violence also were more likely to have recent problems with walking and carrying out daily activities, pain and memory loss, abortions and miscarriages. Significantly abused women were three times more likely to report emotional distress and suicidal thoughts than women who had not experienced partner violence.

Laws

The Government of Viet Nam adopted the Law on Domestic Violence Prevention and Control in 2007. It provides **explicit protection** from violence within the family to its members and covers a wide range of acts of domestic violence.

What is Domestic Violence Exercise (1 hour 50 minutes)

Objectives

- Clarify what is meant by the term ‘domestic violence’.
- Examine different types of domestic violence.
- Strengthen participants’ understanding of domestic violence.

Preparations

- Read through the **Domestic Violence Info Sheet** on page 20 for the participants.

Steps

Part A — Group Discussion (15 min)

1. Ask participants to think about the term ‘domestic violence’. What does it mean to them?
2. After two or three minutes, ask participants to share their ideas.

Part B — Large Group Definition (20 min)

From the common ideas and key concepts discussed, guide the group in creating one working definition of domestic violence that they can use. The definition can be a list of the

key concepts, one of the definitions already presented, or a formal definition created as a group. Write the agreed definition on a large piece of paper and hang it in the room where everyone can see it.

Part C – Four categories of domestic violence (65 minutes)

1. Introduce the idea that acts of violence can be divided into four categories:
 - a. Physical (hurts the body)
 - b. Emotional (hurts feelings)
 - c. Sexual (controls sexuality)
 - d. Economic (controls access to money, property, or resources)
2. Ensure that the participants understand the four categories by elaborating and giving examples.
3. Divide participants into four small groups and assign one category of domestic violence to each group (physical, emotional, sexual or economic) if enough people or otherwise divide participants in two groups assigning two categories of domestic violence each.
4. Give each group 15 minutes to brainstorm all the different acts of violence within that category.
5. When the participants are finished, ask each group to present their findings to the other participants.
6. After each group presents, invite the other participants to ask questions or add any acts that were left out.
7. After a group discussion on each of the four types of violence, ask participants to think about the different kinds of violence discussed that are perpetrated against women and connect with what that means to them.

Part D – Guided trip in the village (25 minutes)

You will now read from the script below, “Guided Trip in the Village”. Explain to participants that the first part of this exercise will last 5 minutes and will involve closing eyes, relaxing and trying to imagine the story being told.

- a. Speak in a slow and gentle voice.
- b. Ask participants to get comfortable, close their eyes, and concentrate on your words.
- c. Ask the participants to breathe in slowly and then breathe out slowly to release tension in their bodies. Repeat these deep breaths three times to help participants relax.
- d. Ask participants to try to visualise in their mind what you are saying.

When the participants are ready, begin the visualisation by reading the following script. Read slowly. Pause briefly between each sentence and question. Where indicated, pause for a few seconds.

Tip: It is important that you do not rush this exercise. Allow participants time during each pause to imagine what you are saying and connect with some of the associated feelings. The highlighted sections make reference to each of the specific categories of domestic violence. Do not read the sections in brackets; they are for your guidance only.

Guided trip in the village

Think about the community where you live and imagine that you are a woman living there. Imagine that it is early in the morning and, as usual, you taking care of your family and things around the house. Observe who is around. Is anyone helping you take care of the home? Do you have enough money to buy the food for the family today? What are you thinking about? How do you feel in this house? (Pause)

You walk out of your house and are now in the street, seeing other people. You see a woman washing clothes. She has a bruise on her face. How did she get that bruise? Does she have support from people around her? Who does she talk to about what is happening in her relationship? (Pause) What do you think life is like for her?

You see a pregnant woman with three young children beside her. She looks sad and tired. Why do you think she is sad? How much say does she have in what happens to her? (Pause)

You continue to walk down the street. What do you see? Do you see women carrying buckets of water? Do you see women taking care of children? What are the women doing? How many different things do you see women doing that are unpaid? Look around for men. What are they doing? Who are they with? (Pause)

You see an old woman with wrinkled skin and grey hair. She is sitting on the ground begging. How did she get there? What is the story of her life? What do you think she has been through? (Pause) You see a young girl playing next to the old woman. She is wearing a torn dress and is sitting in the dirt. What will her life be like? What can she hope for in the future? (Pause)

When you are ready, breathe in slowly and breathe out slowly, releasing tension in your body. Take two more deep breaths. When you are ready, slowly open your eyes and come back to the group.

1. Ask the participants about the images they saw when they imagined the present day reality for women and ask them to share feelings and circumstances of the women they imagined. Ask probing questions to bring out what women's lives are like in their community. Ask, "What does it mean to be a woman in your community?"
2. Highlight that in the imagery you portrayed the different categories of domestic violence. Spend time discussing what the participants which parts of the story

related to which category of domestic violence and how it relates to the reality in which they live. Explore the following questions with participants: Why are women poor? Why do women suffer so much violence? Do you see opportunities for women? Who has most of the power in your community? Who makes the decisions related to money in the family?

3. Lead the plenary discussion to develop around the issues of different kinds of domestic violence.
4. Summarise the key points of this activity:
 - Domestic violence happens in all communities, including in Vietnam
 - It can be divided into 4 categories
 - It is not condoned by the government. There is a Domestic Violence Law that is supposed to protect women against this abuse.

MODULE 3

How Does Domestic Violence Affect Society?

Social and Human Cost of Violence

Domestic violence not only impacts women on an individual basis, but it affects the entire community they are part of. It has a social and human cost. In this module you will explore with your group the price we pay in society because of domestic violence, how it affects families, children, and the future generations.

Domestic violence affects the entire community. Because of the violence or its threat, women **cannot make free** choices about issues that have a deep effect on their lives. A woman's inability to fully participate in the economic development of her family and the community, keeps her locked in a cycle of poverty exclusion of women from communal and social decision making processes makes the entire community poorer.

Domestic violence affects the entire community. Because of the violence or its threat, women cannot make free and informed choices about

issues that have a deep effect on their lives. Domestic violence undermines a woman's health, placing a burden on her as well as the community's resources. A woman's inability to fully participate in the economic development of her family and the community keeps her locked in a cycle of poverty and has long-term consequences for her family. The exclusion of women from communal and social decision making processes impoverishes the entire community.

In this exercise you will discuss with your group what violence signifies for the community.

Consequences for the Community Exercise (2 Hours and 35 minutes)

Objectives

- Explore how domestic violence affects everyone in the community.
- Deepen understanding of the impact of domestic violence on the community.

Steps

Part A — Brainstorming Consequences for the Community (30 min)

1. Read Ha's story below to the group:

Tuan and Ha: A story About Domestic Violence

Ha lived with her husband, Tuan, and her three children in a small house near the market. When they got married, from the beginning, Tuan expected Ha to work hard and so did her mother-in-law. Ha worked from early in the morning until late in the evening selling vegetables in the market. When she got home, she was tired, but she had to cook dinner, fetch water, wash clothes, and look after her young children as well.

Tuan would often take the money that Ha had earned at the market and go out in the evening. He would not come home until late, and often, he would be drunk and start shouting at Ha. He would beat her in front of the children. Sometimes he would make her sleep outside to punish her if the food was cold or not cooked to his liking and to show the neighbours that he was the boss in his house.

Many of their neighbours were afraid of Tuan and ignored Ha. She was too ashamed to talk with her friends or neighbours about Tuan. Although they would often see her with bruises on her face, they just kept quiet. Ha decided to go and look for help one time when he had beaten her very badly, so she went first to the hospital to get treated and then to the police.

The police came to the house and told Tuan not to do it again or he would get into trouble, but they did not do anything to him. Ha's neighbours were there when the police came, they just kept quiet, but the day after the woman next door brought some rice to Ha to eat, because she had not been able to go to the market and make some money due to her injuries and the children were hungry. When the woman neighbour came she told Ha that she was sorry not to have helped her, but she did not know what to do. Ha said she understood.

One of Ha's neighbours though decide to go and talk to the village leader who offered to talk to Tuan. But one of Ha's children suggested it was a problem affecting the entire community so the leader decided to have a community meeting. During this meeting even many people agreed that violence was affecting the community and even an old lady of 103 stood up and said things had to change, that violence was a problem for a long time. Everybody agreed things had to change, to set better examples for the children, set up help for people to reconcile peacefully, and be a good village. What can communities do?

2. Ask the participants in plenary discussion:

- Can a story like this happen in our community?
- Is it a realistic representation of the violence women suffer within the home?

Discuss the participants' contributions and examples.

Other questions you might want to utilise:

- What are the short-term consequences for the children?
- What are the long-term consequences for them?
- What do children learn about relationships from watching their parents?
- How does it affect how they feel about their mother?
- How does it affect how they feel about their father?
- How does it affect children's relationships with others?
- How does it affect how children feel in their home?
- What are the consequences of domestic violence for the community?

3. Identify different types of violence women suffered in this story (physical, emotional, sexual and economic) and give examples.
 - How does the violence experienced by Ha affect the community?
 - How was Ha's contribution and participation to community life affected? What impact did it have on community resources such as health services, reconciliation groups or the police?
 - What kind of help do you think she received from the different services?
 - Do you think that Ha's lack of control of her money affected her business?
4. What were the consequences for the women, their families and their community because of the violence? Discuss each category
 - How did the community respond to the problem? What were some of the practical suggestions?
 - What else can the community do to prevent domestic violence?
 - What can you do to prevent domestic violence?

Summarise the discussion and allow participants an opportunity to make any final observations.

Part B — Preparing Mock Public Speeches (40 min)

Divide the participants into three groups.

1. Ask them to imagine that they have to talk in front of to the community. Ask participants to work in their groups to develop a short speech (5 min) that explains to their audience that domestic violence is a problem and that it affects the entire community.
2. The audience will be critical of what is being said, so each group has to work hard to convince their audience that domestic violence really does affect the community and why something needs to be done about it.

Part C — Presenting and Discussing Speeches (40 minutes)

1. Ask each group to present their speech. A volunteer may present the speech, but everyone has to answer questions from the 'audience' of participants. Join in and ask questions that may help the thinking process. Be willing to help the speaker if she is struggling.
2. Discuss the issues that came up in the presentations.
3. If time allows invite one group to present their speech again incorporating the feedback provided by the audience.

MODULE 4

Where do women go when they are hurt? What is the monetary cost of violence?

You will first lead your group to understand where women go for help when they experience violence in their relationship. It is important to know this as it will help in the future to advocate for changes in the system and strengthening of government agencies and structures that should be there to help women.

Domestic violence affects women's health, making her life more difficult and placing a burden on the community's resources. A woman's inability to fully participate in the economic development of her family and the community makes her and the community poorer.

After that you will guide women through a reflection of the monetary cost that DV has on families and on the community. The reflection will analyse the direct costs to women such as the medical treatments, cost of accessing the justice system or the indirect cost of violence, such as loss of income.

Help Seeking Behaviour Mapping and Cost Analysis Exercise (1 Hour and 50 minutes)

When women experience domestic violence they may look for help or they may not. The majority of women in Vietnam do not look for help. If they do, they are likely to go and look close to their home or they turn to friends, family and neighbours. Studies have shown that the women tend to turn to people they think can help them, support them and give them advice. A very small proportion of women turn to police and courts. Also if women go and use these services, are they there? What should be made available? A mapping of the available services would lead to clear identification of which specific services need to be considered in the future.

In this exercise you will help women trace their support in their community and have them discuss the availability of services.

Objectives

- Explore where women go for help with your group.

Preparations

- Make copies of 3-4-5-6 (called the Help-Seeking behaviour maps) in A3 format and familiarise yourself with them.
- Make copies of the appendices in A4 format for each of the participants and distribute them.

Steps

Part A (45 minutes)

1. Put of the chart on the wall and have all women look at them with you.
2. Discuss the charts one by one. Ask if everyone understands what the drawings in the pictures are for, by going through them one by one. Be clear with what the different pictures means. The 0 picture you find in the maps signifies that nothing happened/nothing was done regarding the specific action.
3. Ask the following questions:
 - What are the similarities to help seeking behaviour of a woman in your community?
 - Why would she choose this path?
 - What are the differences?
 - Why do these not work for women in your community? (unavailable, ineffective, etc.)
4. Have the participants map out a flow chart of events for each map they have agreed upon. The participants document each event in the story, from the incident of domestic violence, to its eventual resolution.
5. Each group presents a flow chart and discusses:
 - Are there similarities? What are they?
 - If women do not go to any service, why do they think it is so?
 - Would they go? Where would they go first? And after?

Part B – 45 minutes

1. Explain that domestic violence has a many monetary costs at all levels of society. Individuals and family have to pay medical bills, fees, cost of relocation. Communities, particularly rural villages, also have expenses such as losing wages trying to solve problems through mediation. There are also indirect costs such as food, transport and accommodation, which is necessary when going to hospital or seeking help. This cost is very important because it weakens families, giving them an extra burden beyond the violence.

2. Explain that in this each the person will have to **estimate the cost** of each service that women and families have to access. For the loss of wage they have to estimate the amount earned by that woman for a day and multiply it for the amount of days she has missed work. If the woman does not work the estimate is that of a person doing unskilled work, in Vietnam it is about VDN 50,000 per day.
3. Read the following story:

Thuy and Chung – the cost of love

Thuy and Chung had been having problems for a long time and Chung would often become violent and beat her. He would work in the rice fields and she was a trader at the local market.

One particular day Chung came home drunk and hit Thuy. She fled the family home and went to stay with her family because she was very hurt.

The day after, instead of going to the market, she decided to go to the provincial hospital that is 40 kms away. Her mother came with her because she was too weak. Her children went to stay with a friend because her father could not take care of them and Thuy had to leave money for their food.

It took an entire day to get to the hospital and once they arrived they had to wait a long time. The doctors visited Thuy and told her she had to stay for at least a couple of days. Her mother had to stay with her too. They had to buy blankets, toiletries and food. They also had to give some money to the doctors to look after Thuy.

After a few days they went back home.

In the meantime the police had visited Chung and told him to go and talk to the village leader, so Chung took the day off and went. The village leader told him that such behaviours would not be tolerated and he would have to go with Thuy to the reconciliation group.

But when Thuy came home she decided she had enough, she packed her bags took the children and went to the shelter for women in Hanoi.

4. Ask the following:
 - For each event, what types of costs were incurred for the survivor? (For example how much did it cost to go to the hospital and come back, how much was the fee, how long did you have to wait and what value is that time loss, etc.)
 - For each type of cost, how much money was lost?
 - What is the total cost of violence from this one incident?

Part C – 20 Minutes

Have a group discussion on the different costs of violence.

MODULE 5

How do we help change domestic violence in our community?

In this session you and the group will explore what people can do together to advocate changes. The emphasis is on encouraging and supporting the participants to take responsibility for the activities. In this session the group should develop their own idea for advocacy.

This is the final step of this tool and it presumes that your group is now inspired to do something in the community that can

Domestic violence *is not a woman's problem but a concern of the whole community*. Since gender inequity is the root cause of violence and gender is a result of the community's beliefs about women and men, everyone needs to participate in changing this core value system that undervalues women.

bring attention to domestic violence. In this exercise you will guide the group to think of ways to do so and also to act as a cohesive group.

Working Together Exercise (2 hours)

Objectives

- Discuss the qualities and importance of developing collaborative networks
- Inspire participants to begin thinking about what the community can do to prevent violence.

Preparations

Each group will need a box of straws (at least 50 straws each group) and a roll of tape.

Steps

Part A — Experiencing Team Work (30 min)

1. Explain that you are going to begin with an exercise that will assist the group to reflect on the importance of working together to promote the same objective. For example, when an NGO works with the police, religious leaders, local politicians, influential community members, all these groups are part of the same network that may work together to promote women's rights.
2. Divide the participants into four groups and give each group between 50 and 100 straws and clear sticky tape (cello-tape).

3. The task for each of the groups is to build a freestanding tower. Explain that when you say, "STOP!" the team with the highest tower that stands upright for at least one minute is the winner. Emphasise that the structure has to be freestanding (i.e., it cannot be propped against anything else and it has to be standing on the floor).
 - Tell the group they have 20 minutes for this exercise
 - Observe how different groups tackle the task and note the variation in approaches.
 - Give a periodic update to the groups on how much time they have left. After 20 minutes ask the groups to stop working. The group with the tallest freestanding structure is the winner.

Part B — Discussing Team Work in Effective Networks (45 min)

1. Facilitate a discussion about the process of the exercise. Ask *open-ended* questions, such as:
 - How did they divide the work amongst themselves?
 - Was there a leader within the group?
 - Did they plan before they tackled the problem or did they go by trial and error?
 - Were they competitive?
 - Did they copy ideas from the other group/s?
 - Did they blame each other if they made a mistake?
2. Ask participants:
 - How is this related to building effective networks of support?"

Make the connection that, **just like the exercise**, effective networks require teamwork, division of labour, clear objectives, learning from others, collective problem solving, and planning.

3. Emphasise that an effective network makes the task of preventing domestic violence easier. If a broad range of people are committed to and focused on building the same 'structure' (i.e., preventing domestic violence), then the impact will be greater.

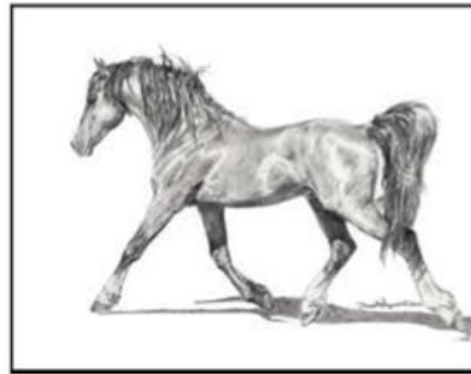
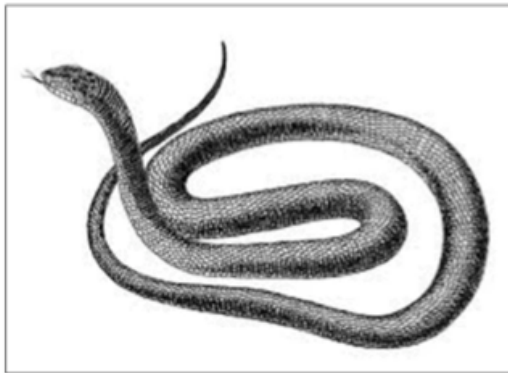
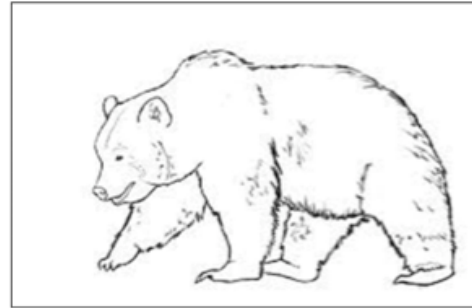
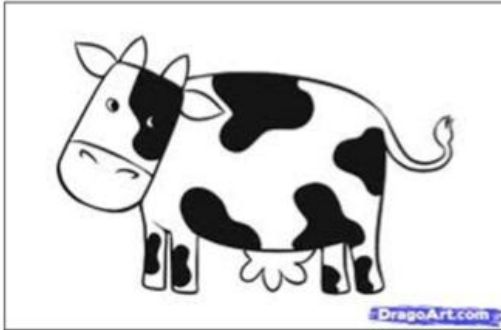
Part C — Planning Effective Networks (45 min)

1. Ask the following questions:
 - What kind of collaborative network will you develop in your community?

- What kind of network will you be part of with the other participants of this workshop?
2. Ask the participants to get into groups with other participants from the same residential area and, in their groups, to address the questions you just asked.
 3. Clarify that a network does not have to be elaborate. It is just a group working together to promote the same goal. For example, at a police station, the front desk where people report complaints could have a referral list of all the services available to the woman reporting domestic violence. All the options on that list are a part of a network that at some point agreed to work together to prevent domestic violence. It may include local health clinics, safe addresses etc. The aim is to help the women reporting domestic violence to access all the services available to them.
 4. Ask each group to present and discuss their ideas with the main group.
 5. Discuss together with all the participants ideas that could work in their community.

Appendices

Appendix 1: Animal Cards



Appendix 2: Informed Consent Form²

To be read aloud by facilitator or trainer

Introduction: My name is _____ and I am working for _____. We are inviting you to participate in investigating how violence affects women in your community-based group. We will provide you with information on violence. Feel free to stop us at any time to ask questions or if you don't understand any of the words or concepts we use.

Purpose: Violence affects many women in the world and in Vietnam. We want to examine how this happens at a household and family level. We want to learn how violence affects those in your community and how the community responds to violence when it occurs.

Voluntary Participation: Your participation in this examination of violence can stop at any time you wish. If the discussion has already finished, you can request that the information you shared be edited or not included in our report.

Procedure: You are being invited to take part in this examination of violence because we feel that your experience as a woman can contribute much to our understanding of violence. We will discuss as a group the differences between gender and sex, what is domestic violence, how does domestic violence affect families and society, what services do women access when they are subjected to violence and what is the cost of violence, and finally, how do we help reduce domestic violence in our community. These exercises will take place over _____ hours/days/months.

Risks: Sometimes the discussion will be on sensitive and personal issues regarding violence and it may make you uncomfortable. Discussion about violence might bring up strong emotions of anger, sadness and helplessness. You do not have to answer any question or take part in any discussion or exercise, if you don't wish to do so. You do not have to give any reason for not participating or not responding to any question. After the discussion, if you wish to discuss the emotions you are feeling as a result of this examination of violence, please let the facilitator or trainer know.

Benefits: There may be some benefit to you in the form of learning additional information on violence, why it happens and resources available for survivors of violence. Your participation is also likely to benefit our research in trying to understand how violence affects women in your community-based group.

Confidentiality: We will be taking notes during the workshop to write a final report on how violence affects your community-based group. This report will be shared with other stakeholders in the field of violence prevention. Any information, personal stories, or identifiers of who you are will be numerically coded to protect your identity. Only project staff will have access to the coding and know who you are. We are also requesting that the information shared in this group not be shared outside this group and that the confidentiality of group members be maintained. We cannot stop or prevent

² World Health Organization, Research Ethics Review Committee. Informed Consent Form Template for Qualitative Studies.

participants from sharing confidential information; however, we trust that the group will serve to protect each other's personal safety by keeping shared information private.

Sharing Results: The knowledge that we receive from this research will be shared with you and your community before it is made widely available to the public. Each participant will receive a summary of the results. Following the sharing we will publish the results so that other interested people may learn from the research.

Who to contact: If you have any additional questions, concerns, or complaints, please contact the following person in Vietnamese or English language:

[Provide name, mobile and email]

Facilitator

Facilitator Supervisor

CARE Project Manager

CARE Program Manager, Health and Social Sector

CARE Deputy Country Director of Programmes

.....

I have read the foregoing information, or it has been read to me. I have had the opportunity to ask questions about it and any questions I have been asked have been answered to my satisfaction. I consent voluntarily to be a participant in this study.

Print Name & Signature of Participant _____

Date (day/month/year) _____

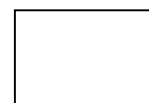
If illiterate³

I have witnessed the accurate reading of the consent form to the potential participant, and the individual has had the opportunity to ask questions. I confirm that the individual has given consent freely.

Print Name & Signature of witness _____

Thumbprint of participant

Date (day/month/year) _____



³ A literate witness must sign (if possible, this person should be selected by the participant and should have no connection to the research team). Participants who are illiterate should include their thumbprint as well.

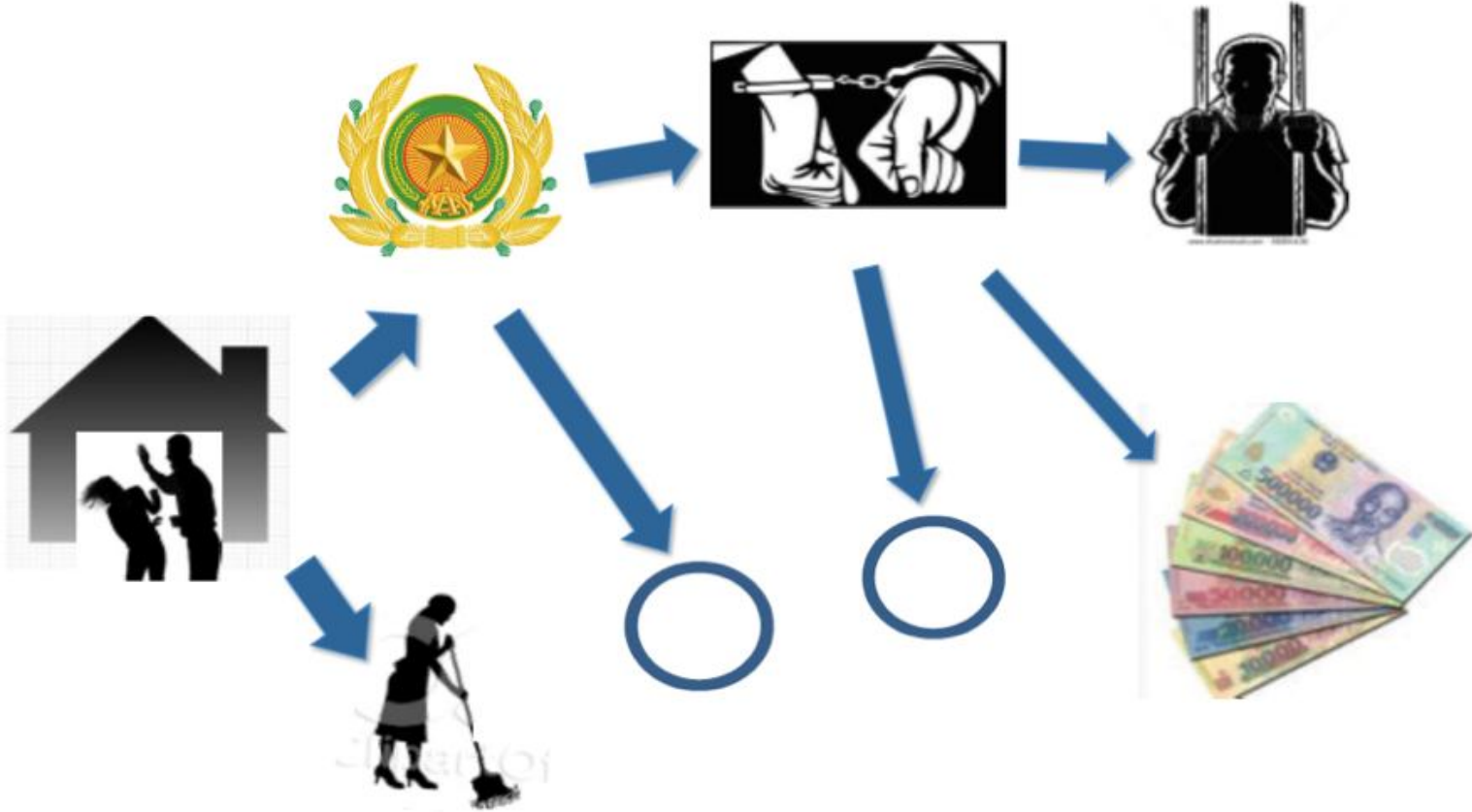
Statement by the researcher/person taking consent

I have accurately read out the information sheet to the potential participant. I confirm the participant was given an opportunity to ask questions, and all questions asked have been answered to the best of my ability. I confirm that the individual has not been coerced into giving consent, and the consent has been given voluntarily.

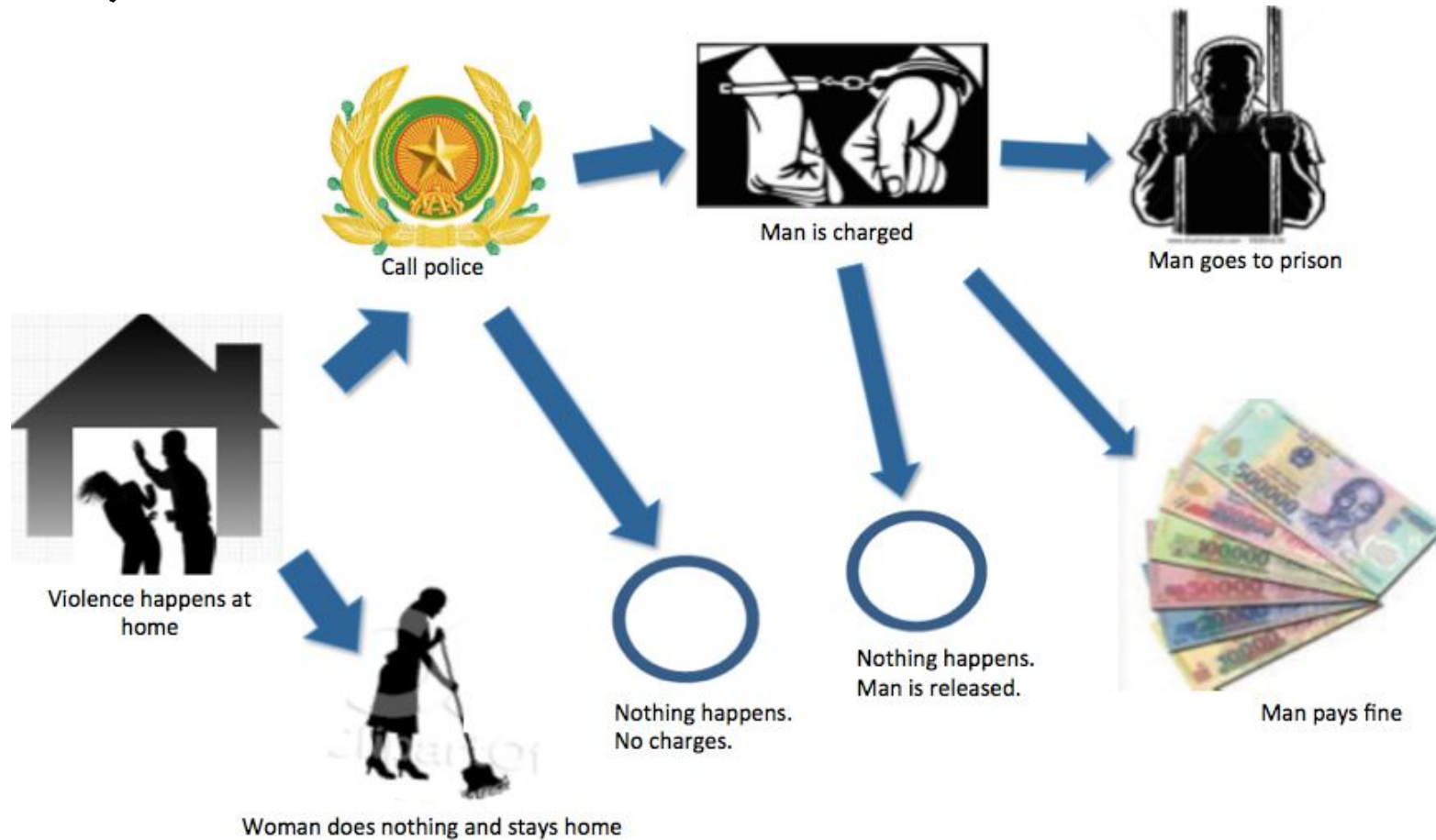
Print Name & Signature of Researcher

Date (day/month/year)

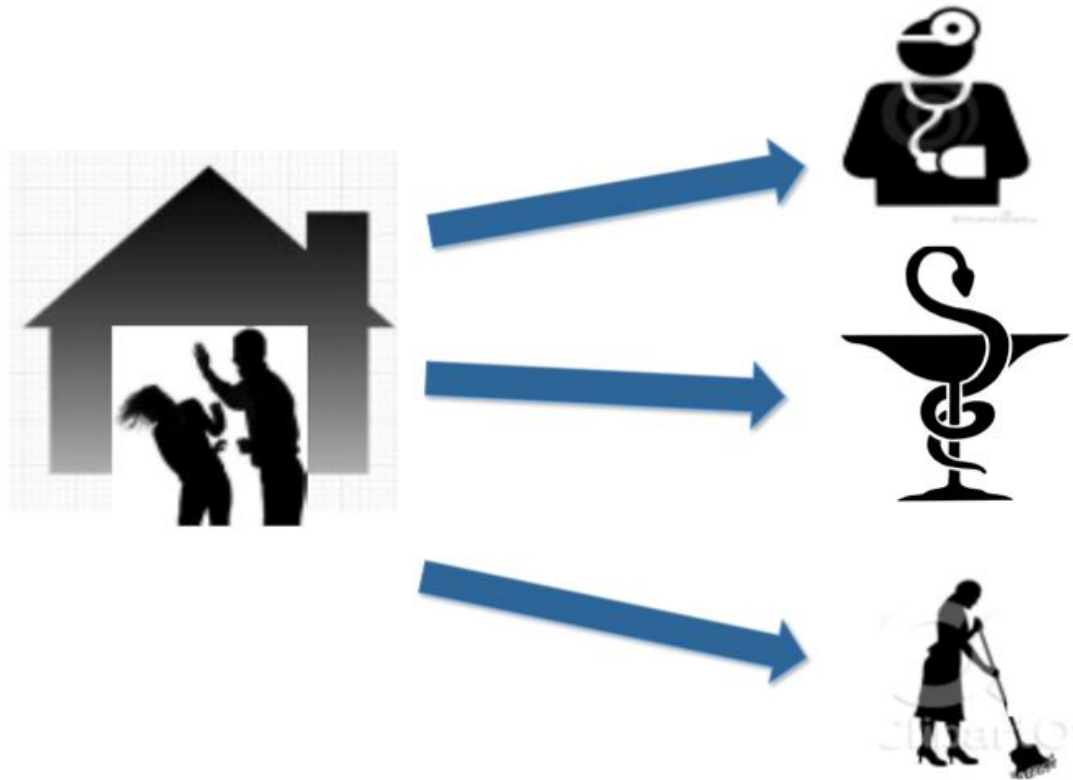
Appendix 3a: Help-Seeking Behaviour Mapping – Entry Point in Judiciary System (Participants)



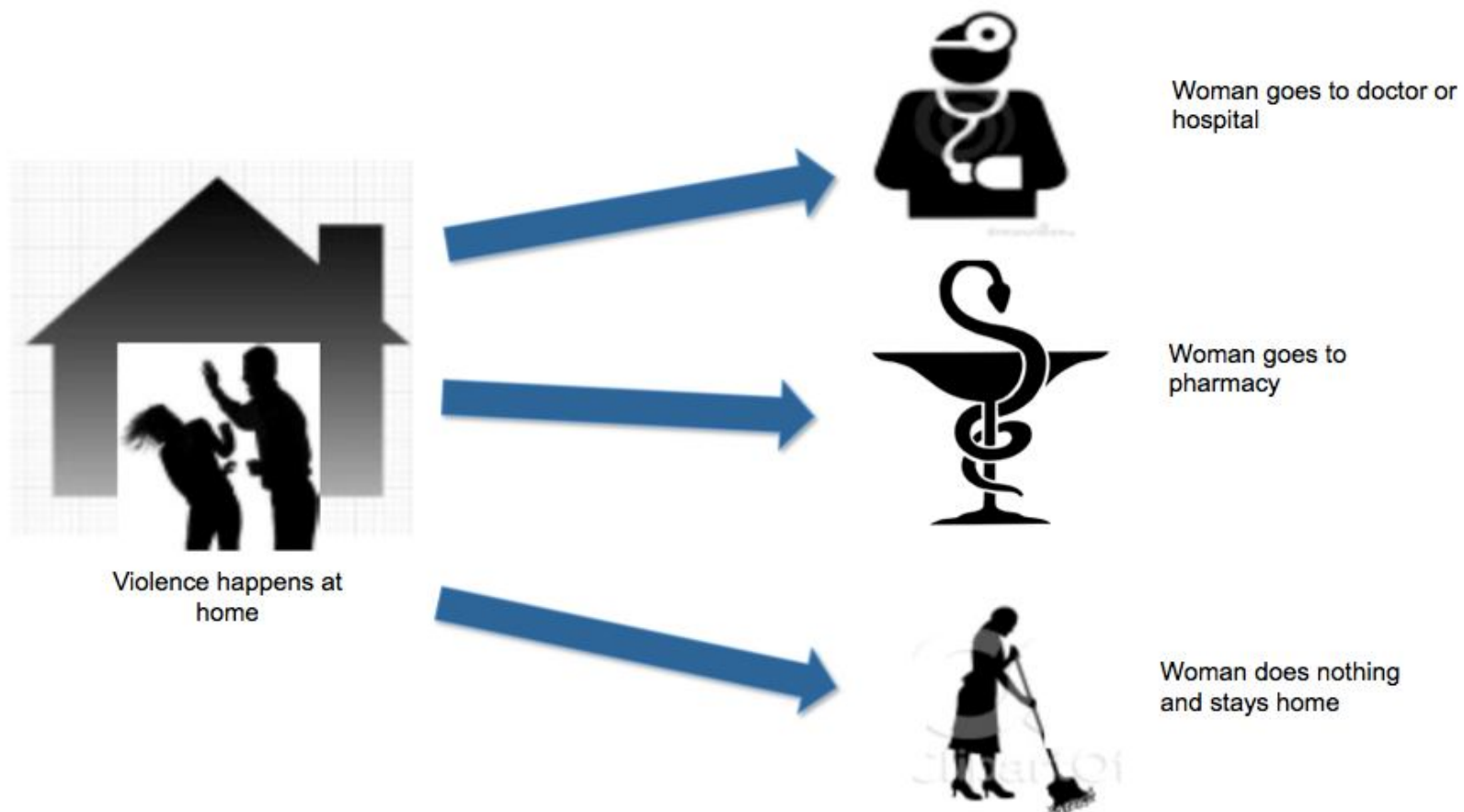
Appendix 3b: Help-seeking Behaviour Mapping – Entry Point in Judiciary System (Facilitator)



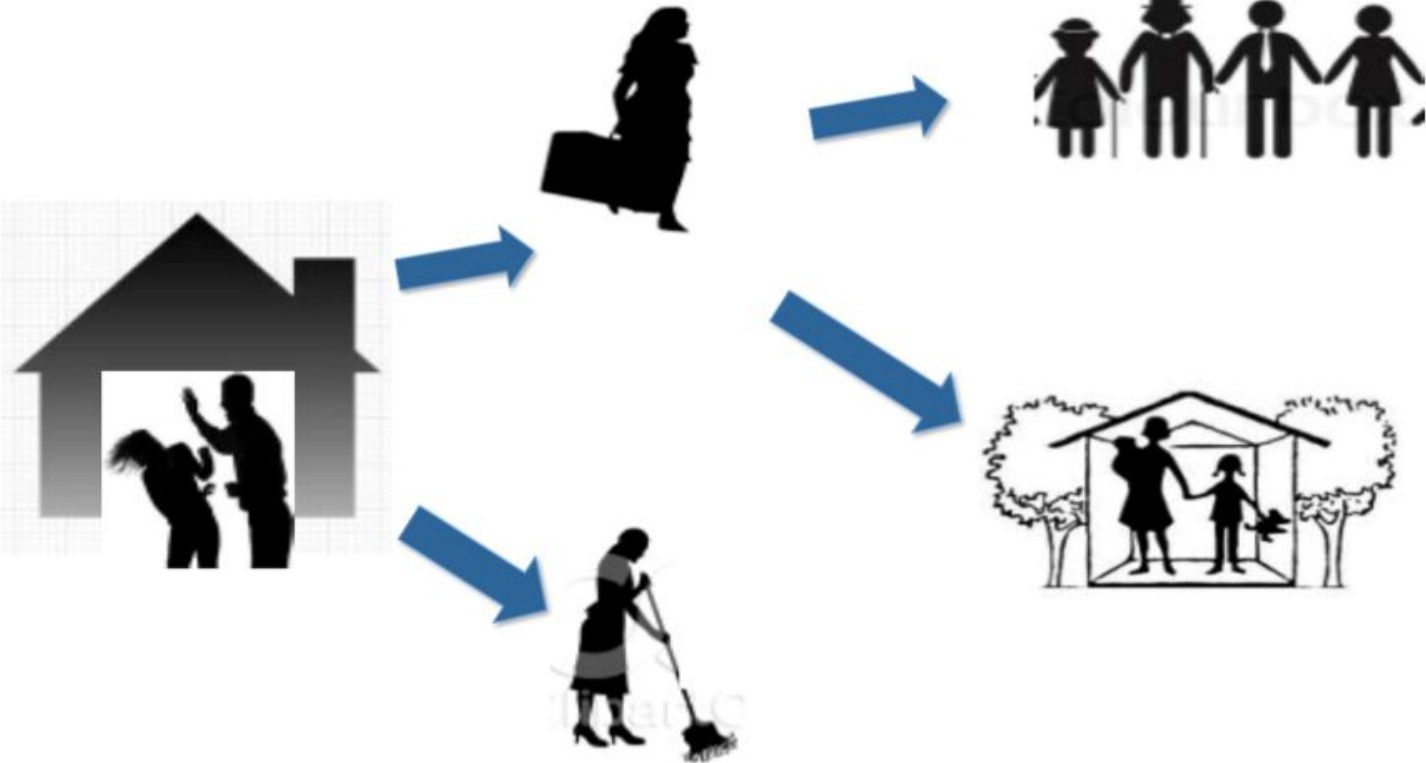
Appendix 4a: Help-Seeking Behaviour Mapping – Entry point in Health System (Participants)



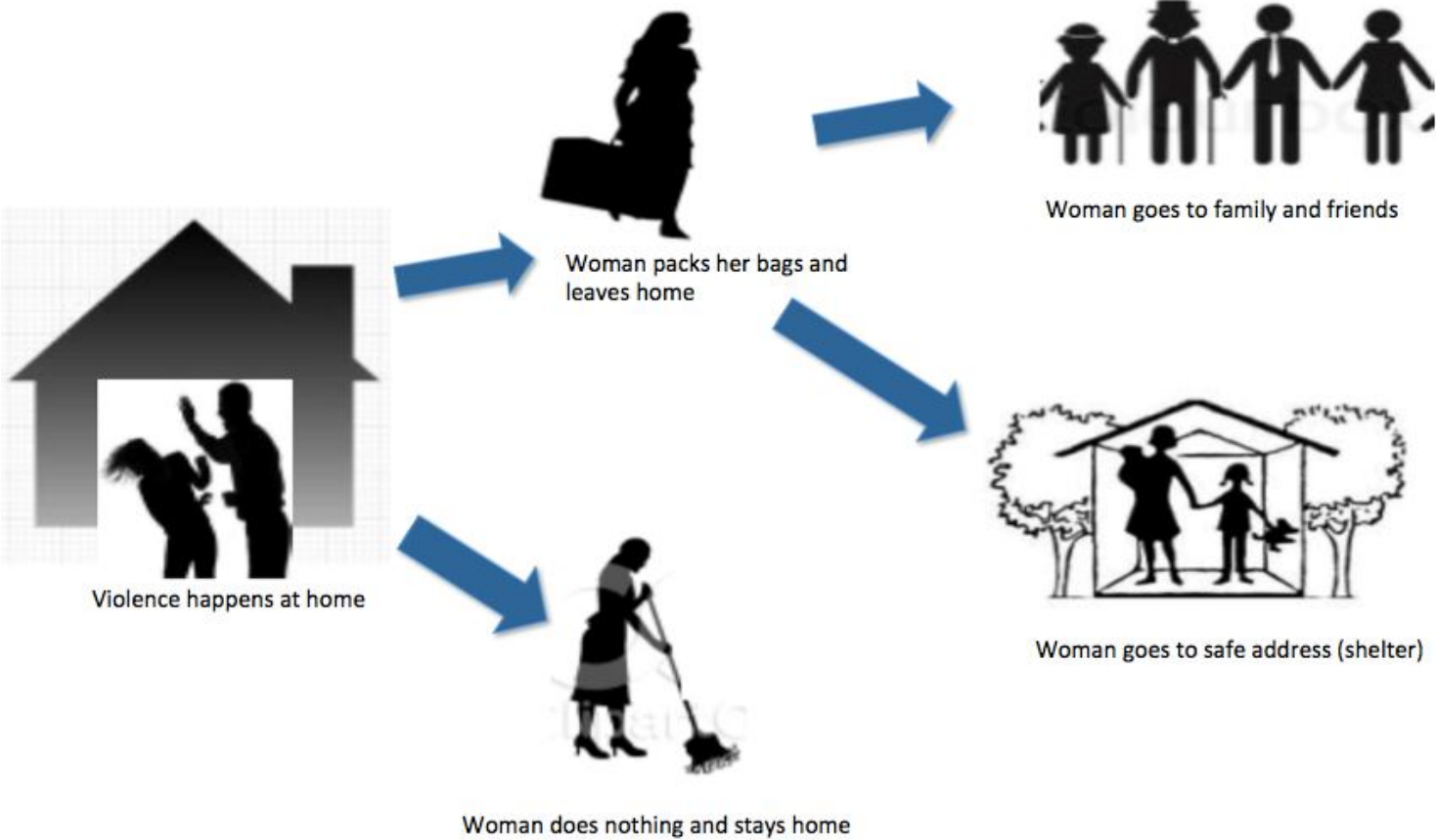
Appendix 4b: Help-Seeking Behaviour Mapping – Entry point in Health System (Facilitator)



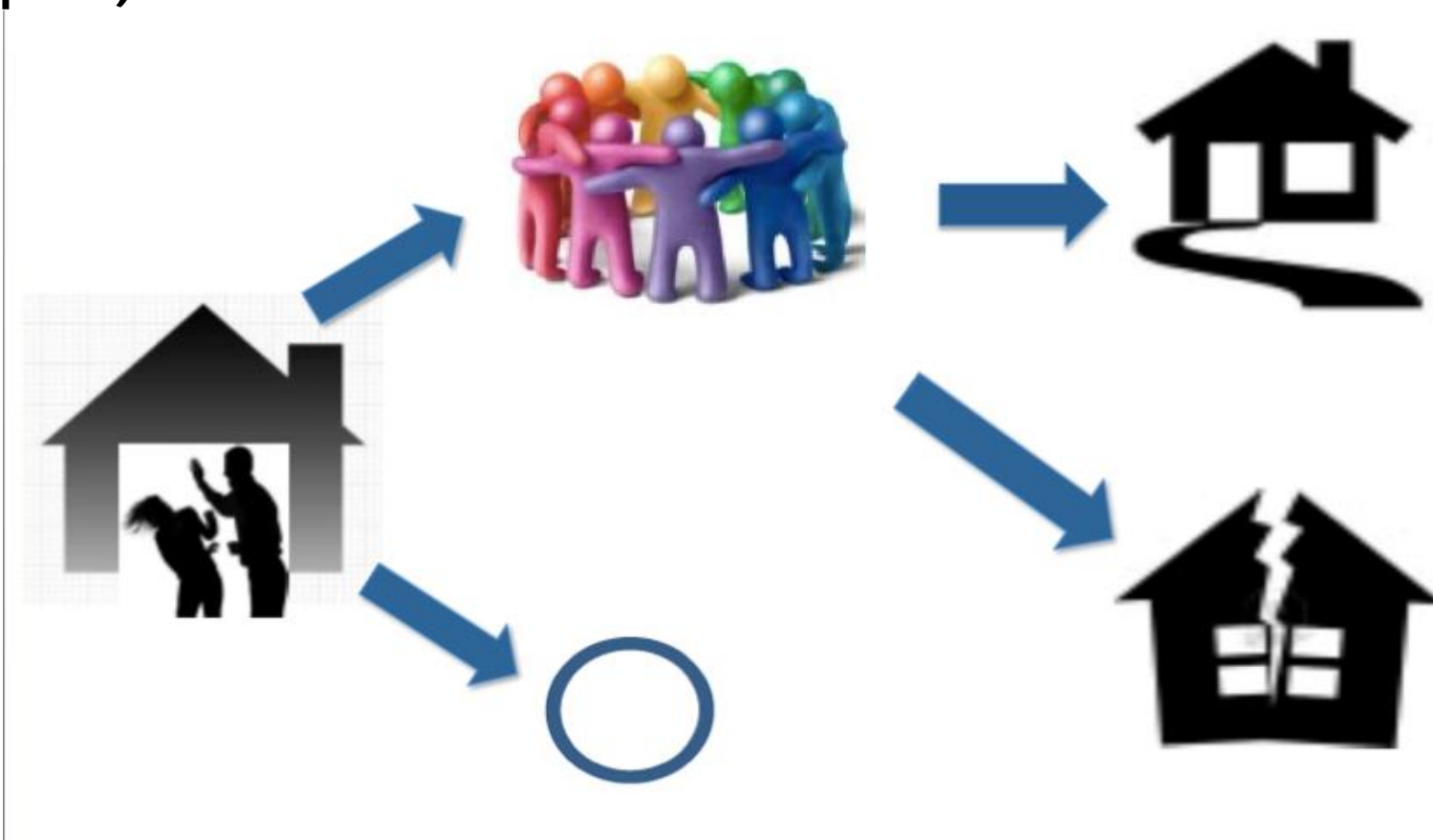
Appendix 5a: Help-Seeking Behaviour Mapping – Entry Point for Shelter or Safe Address (Participants)



Appendix 5b: Help-Seeking Behaviour Mapping – Entry Point for Shelter or Safe Address (Facilitator)



Appendix 6a: Help-Seeking Behaviour Mapping – Entry point for legal services (Participants)



Appendix 6b: Help-Seeking Behaviour Mapping – Entry point for legal services (Facilitator)

