



TINGIM LAIP GENDER-BASED VIOLENCE HARM REDUCTION DISCUSSION GUIDE



TABLE OF CONTENTS

ABBREVIATIONS.....	2
ABOUT THIS DISCUSSION GUIDE	3
SESSION 1: GENDER-BASED VIOLENCE IN PNG.....	7
SESSION 2: GENDER-BASED VIOLENCE RELATED HARM	16
SESSION 3: GENDER-BASED VIOLENCE MAP AND DIARY.....	21
WHERE AND WHEN DOES GENDER-BASED VIOLENCE HAPPEN?.....	21
SESSION 4: REDUCING THE RISK FOR GENDER-BASED VIOLENCE	23
SESSION 5: RESPONDING TO GENDER-BASED VIOLENCE: COMMUNITY ASSESSMENT.....	27
SESSION 6: GENDER-BASED VIOLENCE RESPONSE PATHWAY	31
ANNEX 1: REPORTING POLICE BRUTALITY	36
ANNEX 2: RED CARD	37
ANNEX 3: TL GENDER-BASED VIOLENCE REFERRAL PATHWAY.....	38
ANNEX 4: FAMILY AND SEXUAL VIOLENCE ACTION COMMITTEES CONTACT LIST.....	39
ANNEX 5: POLICE FSV UNITS / DESKS CONTACT	41
REFERENCES.....	42

ABBREVIATIONS

AIDS	Acquired Immunodeficiency Syndrome
APMG	AIDS Projects Management Group
ART	Anti-Retroviral Therapy
DFAT	Australian Government Department of Foreign Affairs and Trade
DAC	District AIDS Committee
FSV	Family Sexual Violence
FSVAC	Family Sexual Violence Action Committee
FSW	Female Sex Worker
GBV	Gender-Based Violence
GIPA	Greater Involvement of People Living with HIV
GoPNG	Government of Papua New Guinea
HHISP	Health and HIV Implementation and Services Provider
HBC	Home Based Care
HIV	Human Immunodeficiency Virus
IRM	Independent Review Mechanism
MARP	Most at-risk population(s)
M&E	Monitoring and Evaluation
MSM	Men who have Sex with Men
MMM	Mobile men with money
NACS	National AIDS Council Secretariat
NDoH	National Department of Health
NHS	National HIV and AIDS Strategy, 2011–2015
PNG	Papua New Guinea
PLHIV	People Living with HIV
PEP	Post Exposure Prophylaxis
PO	Project Officer
PAC	Provincial AIDS Committee
RC	Regional Coordinator
STI	Sexually Transmitted Infection
TL	Tingim Laip
VCCT	Voluntary Confidential Counselling and Testing
WES	Women engaged in sex work
WHO	World Health Organisation

ABOUT THIS DISCUSSION GUIDE

This discussion guide has been developed for use by Tingim Laip (TL) staff and volunteers. The Guide was developed in response to TL staff and volunteer requests for resources to help them lead discussions with their peers to explore how to prevent and respond to gender-based violence in their own lives and communities.

The Guide's focus is to assist members of key populations to access relevant quality services at the time of a crisis and the immediate period following. Like in other parts of the world, survivors of violence are often those who are marginalized and discriminated against due to gender, sexual preference, and lack of legal protection (Bill & Melinda Gates Foundation, 2013).

The Convention on the Elimination on All Forms of Discrimination against Women (CEDAW) defines discrimination "...any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of their marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field" (UNWOMEN, 2014)

In PNG, all available evidence suggests the prevalence of gender-based violence is very high - 67% of women surveyed in the Law Reform Commissions' work in the 1980's, had been a victim of physical assault by a male partner (ABC, 2014). In one study by the Institute of Medical Research, 60% of the participating men admitted to having pack raped a woman at some time (Amnesty International). It is estimated that two in three women in PNG have experienced domestic violence, while one in two women have been raped in their own homes (Amnesty International).

Without any form of protection, members of key populations are at a higher level of HIV risk and vulnerability. Criminalisation of sex work and same-sex relationships are barriers to accessing emergency services as well as other services such as Voluntary Confidential Counseling and Testing (VCCT) and Sexually Transmitted Infection (STI) testing, for fear of being exposed. For the same reason, key populations often do not report cases of violence and abuse to police. For women who do seek care, this is often done without disclosing the nature of the abuse (WHO, 2013). The impact of violence on individuals can last a life time - survivors of violence suffer from low self-esteem and struggle to negotiate safe sexual practices, including male or female condom use. In places where female condoms are available, lack of knowledge on female condoms and gender-based misconceptions are barriers to condom use. In the longer term, the lack of support and increased social isolation fuelled by violence, remove members key populations further from the support and services they need.

This Guide helps TL staff and volunteers, and their beneficiaries, to recognise signs of violence, reduce opportunities for violence, and respond appropriately when violence does occur. Field staff and volunteers need to know the appropriate services and support that are available in their location, and which of these TL works with and promotes as being friendly towards members of key populations.

This Guide presents a series of discussions that Volunteers and Field Officers can have with their peers. They can be presented through peer education or small group discussion sessions. They are designed in a way that allows facilitation to take place anywhere, in both formal and informal settings. Each discussion can be facilitated in approximately 1 hour.

Topics include:

- Useful facts about gender-based violence and the impact it has
- Information about how gender-based violence can increase risk for HIV
- Strategies to identify gender-based violence: for individuals and within communities
- Strategies that can be used to reduce gender-based violence
- Strategies that can be used to respond to gender-based violence

Building on their own personal achievements in recognizing and reducing violence, volunteers and Field Officers will also be able to use this discussion guide to help their peers and communities think about gender-based violence, to reduce violence, and to build stronger, safer environments. Discussion outlines are as follows:

- Discussion 1 asks participants to think about and identify gender-based violence in their communities.
- Discussion 2 asks participants to talk about why gender-based violence happens and its impact. This helps participants to develop an understanding of gender-based violence in their communities.
- Discussion 3 asks participants to identify where and when gender-based violence happens in their communities. This helps participants develop an understanding of situations that might lead to gender-based violence.
- Discussion 4 asks participants to identify different problems (harm) that happen as a result of gender-based violence in their communities and discuss ways of reducing these problems.
- Discussion 5 asks participants to do a community assessment, identifying what services are available to respond to gender-based violence.
- Discussion 6 asks participants to develop a plan for responding to gender-based violence in their community.

HOW DOES THIS GUIDE CONTRIBUTE TO TINGIM LAIP'S RESPONSE TO GENDER-BASED VIOLENCE?

Any members of TL target populations who report any form of violence or sexual assault by any perpetrator will be offered immediate support. This means:

1. Ensuring that the person has a contact that they can reach when an incident happens.
2. Ensuring that the conversation happens in a private and safe spot.
3. Guaranteeing confidentiality, but also emphasizing the importance of reporting the incident.
4. Being non-judgmental and supportive and always confirming what the person is saying.
5. Checking the best safe option for the person and recommending accompanied referral to relevant available services.
6. Ensuring staff, volunteers and peers have correct information about what to do in the event of an incident, including contacts, services, immediate, short and long-term actions.

RESOURCES FOR RESPONDING TO GENDER-BASED VIOLENCE

1. RED Card (Annex 2)

The RED card is a step-by-step guide of immediate actions that a person can take if they have experienced violence. Presenting the RED Card will help people to gain access to relevant services in their communities.

2. Gender-based violence referral pathway (Annex 3)

The TL GBV referral pathway presented in Annex 3 is a standard guide to what steps can be taken to assist a survivor of violence access relevant services. Each TL location will adapt this referral pathway so it is specific to their respective location.

3. Family Sexual Violence Action Committees (FSVACs) (Annex 4)

Each province is establishing a Family Sexual Violence Action Committee (FSVAC) to coordinate the response to family and gender-based violence. Members include police Family Sexual Violence Units/ Desks, Department of Health Family Support Centers, and other relevant stakeholders in the province. Annex 4 presents contact information for national and provincial FSVACs where they exist.

4. Police Family and Sexual Violence Units / Desks provincial contact information (Annex 5)

OBJECTIVES:

- Participants understand the concepts of gender, violence and gender-based violence
- Participants understand gender-based violence in PNG context

MATERIALS:

- Sticky notes with labelled characters, butcher paper, markers

Time:
3 hours



Trainer's Note:

Explain that CONFIDENTIALITY is a core value of Tingim Laip's work. For a lot of our team members and volunteers, this is probably the first time they are exploring and challenging the way they think about and respond to violence. We want everyone to feel comfortable sharing their stories and knowing that they will not be shared outside of the workshop, will help people feel they can share their experiences. Explain that participants do not have to share their stories if this is something they don't feel comfortable doing – participants will RESPECT their privacy.

It is important to remember that as people begin sharing their stories and experiences with violence, this can be very emotional and people may become upset. Trainers should be ready to manage these situations and be prepared for outbursts, tears, and emotional responses. If possible, have a list of places/people participants can talk with outside of this session. For many participants, talking to the police is not a realistic option.

Step 1: Welcome everyone to the session.

Step 2: Ask everyone to sit in a circle.

Step 3: Explain:

- The main focus of this discussion is to talk about gender-based violence amongst key populations in PNG. The purpose is not to judge other people or to get people in trouble. We just want to think about gender-based violence and how it affects people, as well as their family and friends.

- TL works with key populations to prevent HIV transmission. Gender-based violence has been identified by many of our stakeholders as a factor that contributes to unprotected sex.
- The impact of gender-based violence can be very serious and can have negative impacts on family members and the wider community.

Step 4:

Power Walk Exercise

Explain that we are going to do an exercise called 'Power Walk'. This is a short exercise to demonstrate how people relate to one another in PNG. Communities are made up of a mix of people with different ideas, feelings, cultures, languages, education, marital status, employment status and experiences.

- Ask participants to pick a sticky note with the name of a character on it

Trainer's Note:

Characters should include a range of people with different gender and status in their communities. These can be a school girl, employed adult woman, man who has sex with other men (MSM), adult woman who sells sex to support her children, transgender, employed MSM, employed transgender, man living with HIV, woman living with HIV, MSM living with HIV, pastor, ward councilor, elderly widow, clan leader, etc.

*It is important that the facilitator selects a range of roles from the community who are likely to be powerless and marginalised (such as a young unmarried woman), to those likely to be more powerful (such as a **bigman**).*

- Have participants stand in a line. Ask them to think of themselves as the character on their sticky note. Tell them that you are going to ask them a couple of questions:
 - If the answer for their role is 'yes', they take a big step forward
 - If the answer is 'no' they do not move (if they are not sure they can take a small step forward).
 - Individuals should not look around at each other but look straight ahead only. Point out that at the beginning all are in line and equal.
- Ask the following questions, Does your character:
 - Have many friends?
 - Have important knowledge and skills?

- Have access to money?
- Be the first to speak in a meeting?
- Be well educated?
- Own land or property?
- Be the first to meet an important visitor to the village?
- Have strong influence on decisions in the community?
- Have access to health services?
- Have a higher risk for violence?
- At the end ask everyone to stop and look around them to see how they have been positioned based on their answers.
- For those who are right at the front - who moved the furthest - ask them the following questions:
 - What character are you?
 - Why have you moved so far forward?
 - How do you feel being at the front of your community?
 - How do you feel about those at the back?
- For those who are at the back, ask them the following questions:
 - Why haven't you moved very much?
 - How do you feel seeing others ahead of you?
- Ask everyone:
 - Did anybody not move at all? Why not?
 - What strengths do you have in the community?
 - In what position do the women and girls in the community find themselves (front or back)?
 - What about the men?
 - What about men who have sex with other men?
 - What about people living with HIV?
- Emphasise the point that the activity identified those in the community who have access to resources, decision making, and whose voices are heard loudest – i.e. people who have power.

Step 5:

Discussion on Power

Ask “What is the meaning of POWER”? Encourage participants to think of the first thing that comes into their mind when they hear the word ‘power’.

- Ask the following:
 - How do you know if someone is powerful?
 - How do you know if someone is powerless?
- Discuss their individual responses
- Divide the group into pairs. Each pair is going to produce a still image- we will call it a ‘freeze frame’. The image will show one person in a position of power and the other in a powerless position.
- Give participants a few minutes to prepare their freeze frames, then ask them to swap around (so that the powerful figure becomes the powerless and vice versa) and prepare a second freeze-frame. These are still images so there is no talking!
- When participants have prepared both freeze-frames, give each pair the opportunity to show their freeze frames to the rest of the group.
- Ask for comments about what people observe.
- Ask everyone the following questions:
 - Which of the two positions felt more familiar to participants?
 - Where do these situations normally take place? Encourage them to be as specific as possible. For example, in the kitchen before dinner etc.
 - Can they relate to any of the emotions they felt with situations and experiences in their own lives?
 - How did they feel about the powerless person when they were in the powerful position?
 - How did they feel about the powerful person when they were in the powerless position?
- Ask the group:
 - What are some good aspects of power?
 - Write their answers on butcher paper so everyone can see
 - Discuss each of the answers that the group presents
- Ask the group:

- What are some bad aspects of power?
- Write their answers on butcher paper so everyone can see
- Discuss each of the answers that the group presents

Trainer’s note:

This discussion can produce strong emotions- be aware of this. For example, people can openly express that ‘they deserve that because they are sex workers OR women, etc’. This is an opportunity to begin the discussion on the relationship between power, gender and violence.

- Summarise the activity by highlighting the following points:
 - In PNG, women and those who are thought of as weak are often at higher risk of violence. In TL, stories of sex workers and MSMs and PLHIVs getting beaten and even killed are not uncommon.
 - In PNG, we hear and see violence happening all the time, and it is easy to forget that this is not right – this shouldn’t be happening. It is not OK to treat anyone violently!
 - From the role play, we have experienced some forms of violence. It is important that we learn from that experience and think of ways to address it. We will do this in other activities- this is just the beginning.

Step 6:

Discussion on Gender

Say that in a lot of countries, including PNG, violence is often related to gender. In the next activity we will talk about gender – what people in PNG say it means to be a man or a woman:

- Divide participants into groups of four or five.
- Ask each group to draw a picture of a man and a woman.
- Ask participants to think of words that describe a ‘man’ and words that describe a ‘woman’. Participants should write these words on their butcher paper around their drawings.
- Write ‘Man’ and ‘Woman’ on the board, with two columns under each word – ‘biological’ and ‘social’.

WOMAN		MAN	
BIOLOGICAL	SOCIAL	BIOLOGICAL	SOCIAL

- Ask each group to present their drawings.
- List words associated with being a man on the board.
- Have the group discuss whether it should go under 'biological' or 'social' column.

Trainers' Note:

If participants assign a 'social' characteristic to the 'biological' category, correct them by asking 'If a boy or man does not have that characteristic, is he still a male?'

- Say that only a few characteristics of males and females are biological. Only males can be a father; only females can give birth or breastfeed. Ask the group to give other examples of biological differences between men and women. Ask participants:
 - How do men and women acquire these things? (i.e. features they are born with)
 - Can we change them? (i.e. without surgery, medication)
 - Can we transfer one attribute to the other sex? Can a man breastfeed a child?
- Most characteristics associated with male or female are not based on biology – they are based on the ideas of society (culture and beliefs of the community). These are different from one society or culture to another. These can change over time as well.
 - Ask the group to think of different PNG cultures, where roles of men in one culture might be different to roles of men in a different culture. For example, do women do the gardening in all PNG cultures? Is this a man's role in some cultures?
 - Ask the group to think of roles of their grandfather and grandmother. Are these different to what they are today?
- Male and female roles that are based on the ideas of society are called 'gender roles'. Ask participants:
 - How do we acquire these roles? Emphasise that we learn these roles from our parents, communities, etc.
 - Can we change them? Explain that gender roles can be changed depending on where we are and who they relate to.

- Can we transfer one attribute to the other sex? – ie can a man cook? Can a woman drive a PMV?

- Ask the group what they think about gender roles in PNG. Do they agree with how women in PNG are expected to act and live? What about men?
- Challenge participants by asking each group to draw a picture of a transgender person.
- Ask them to list words that describe transgender people, like they did for 'man' and 'woman'. What characteristics are biological? What characteristics are social? Are some PNG cultures more accepting of transgender people? Why?
- Ask participants if people with different gender roles are treated differently in their communities. Think back to the Power Walk exercise. Do men, women and transgender:
 - Have the same access to services?
 - Have the same opportunity to make decisions?
 - Have the same opportunity to hold leadership roles?
 - Have the same opportunity to resources such as land?
 - Have greater risk for violence?
- Why are men, women and transgender people treated differently in PNG cultures? Is safety the same for men, women and transgender people?

Step 7:

Discussion on Violence

- Explain that now we are going to discuss violence. Violence is a big problem in PNG.
- Ask the group, "What is violence?" Record their answers on the board/ butcher paper.
- Say the following:
 - Violence is any type of behaviour that causes physical, sexual or psychological harm (WHO, 2013)
 - Ask the group to discuss this definition. What are examples of physical violence? Sexual violence? And psychological violence?
- Ask the group to think about violence in their communities:
 - Does violence happen in their communities?

- What kind of violence?
- Who is involved – men and men? Men and women? Women and women?
- Are men more violent than women? Are women more violent than men?
- Give the group 10 minutes to discuss
- Write their answers on a butcher paper where everyone can see them
- Discuss each of the answers that the group presents
- Ask the whole group the following questions:
 - Why does violence happen?
 - What contributes to people becoming violent with one another?
 - Do men and women become violent for the same reasons? Why do men become violent? Why do women become violent?

Step 8:

Discussion on Gender-Based Violence

- Explain that we are now going to discuss gender-based violence. The group has just discussed 'gender' and 'violence'.
- Ask participants to get into groups of four or five. Ask groups to write down their definition of 'gender-based violence'. Encourage them to think of the activities they have completed to help them form a definition.
- Give groups 5 minutes to discuss their definitions. Ask each group to present and explain their definitions.
- Emphasise the following:
 - Gender-based violence refers to violence that targets individuals or groups on the basis of their gender
 - This includes acts that cause physical, mental or sexual harm or suffering. It also includes the threat of such act. Sexual violence and/or violence directed at anyone because of his or her gender is an example of gender-based violence.
 - Not all acts against a woman are gender-based violence. Not all victims of gender-based violence are female. Men can be victims of gender-based violence too. A man can be harassed, beaten or killed because their sexual preference is different from what the society expects them to be.

- Remind the group that in TL, we work with key populations such as women exchanging sex (WES) and MSM including Transgender people. Ask the group the following questions:
 - Do members of key populations experience violence? What are they (physical, sexual, psychological)?
 - Do members of key populations experience violence for the same reasons that other men and women experience violence?
 - Why do members of key populations experience violence?
- Give the group 10 minutes to discuss
- Write their answers on a butcher paper where everyone can see
- Discuss each of the answers that the group presents
- Sum up the discussions as follows:
 - Thank everyone for their participation. The discussions today dealt with sensitive topics that can be difficult for some people to deal with. Congratulate participants for having the courage to explore these issues.
 - Violence is not a new thing, and is something that is experienced throughout the world.
 - In PNG, violence is very common.
 - In PNG, women are most commonly victims of violent behaviour.
 - Key populations such as women exchanging sex, men who have sex with men and transgender people also experience violence, because of the way they are viewed by the society.
 - Violence in any form, including sexual violence is never acceptable.
 - Say that in the next discussion participants will discuss the impacts of violence.

SESSION 2: GENDER-BASED VIOLENCE RELATED HARM

OBJECTIVES:

- Participants are able to identify the impacts of gender-violence

MATERIALS:

- Post-it notes, markers, butcher paper
- 3 pieces of butcher paper with the following statements:
Wanbel/ Em tru; Ino wanbel/ em ino tru; mi no save/ ino klia tumas

Time:
3 hours



Trainer's note:

Many women find it particularly difficult to talk about the ways in which their partner mistreats them. Some feel that they are to blame either because they are "bad" wives or because they "chose" this bad man. Some men may find it hard to think that what they do to their partner is "mistreatment", but you will be surprised by how willing men are to discuss these matters. For other marginalised groups such as men who have sex with men and transgender people, a lot of them feel that they cannot do anything about it.

It is important that you encourage people to think about and discuss the situations of others - this is often easier than talking about their own situation.

Step 1:

Fear in a Bilum

- Explain that violence can cause strong feelings in people, feelings that they might not always realise. Being violent towards someone, seeing violence, or experiencing violence all cause strong emotions and feelings. These feelings are normal and it is important that we are sensitive to these feelings.
- Distribute post-it notes or strips of paper and a pen to each participant.
- Write on a butcher paper/ white board: 'Violence against key populations (women engaged in sex work, MSM, transgender people etc) makes me feel...'
- Instruct participants to finish this sentence on their pieces of paper. Say that they do not need to write their names.

- Have participants fold their papers. Collect the papers in an empty bilum.
- Invite each participant, one-by-one, to select a piece of paper from the bilum.
- Have participants take turns reading out-loud the feeling of another participant.
- No comments are made about the feelings at this time – participants should just listen and then move on to the next participant.
- When all of the feelings have been shared with the group, lead participants in a discussion of what they noticed about the feelings that participants have.
- Emphasise that feelings that they have all shared are real and common. It is important that they recognize these feelings and that it does not cause further harm to themselves and to other people.

Step 2:

Explain that in the next discussion we will talk about harm caused by gender-based violence.

- Ask the group "What are the different kinds of harm caused by gender-based violence?"
- Give the group 10 minutes to discuss
- Write their answers on a butcher paper
- Discuss each of the answers that the group presents

Make sure the following points are emphasized:

- Physical abuse – hurts the body
 - Aggressive attacks that can range from bruising to murder. This includes slapping, punching, kicking, shaking, twisting limbs, belting, burning, shoving, stabbing, biting, choking, use of weapons, throwing things at, restraining, etc. (Maisonneuve, G, 2006)
- Emotional/ verbal abuse – hurts the mind and feelings
 - Saying things that make the other person feel useless, worthless, stupid, crazy, etc. (Maisonneuve, G, 2006)

- Some examples are harassment, name calling, insults, threats, criticisms, humiliation, degradation, belittling, feeling of rejection, domination, excessive possessiveness, feelings of isolation from friends and family, not allowing another to have friends or to participate in community activities, threats of damaging personal property, threats of hurting self or others, excessive demands, being chased out or locked out of the house during the night, saying cruel things about the other person's body
- Sexual – controls sexually
 - When someone forces another to have sexual penetration (vaginal, oral, anal) using any part of the body or an object, to be forced to take part in unwanted sexual activity, unwanted touching or forced to touch another. Sexual abuse can happen between a husband and wife. If one of the spouses does not want to have sex or engage in a certain sexual activity and she/he is forced to, this is called marital rape. (Maisonneuve, G, 2006)
- Abuse associated with money, property, or resources
 - Some examples are not sharing family income in a fair way, expecting partner to pay for everything, depriving family of basic needs such as medical care, clothing, food, shelter, demanding bride price, preventing someone from taking a job, spending all the family money on self.

Step 3:

Ask, "What are the consequences of gender-based violence?"

- Break the participants into small groups of 4 or 5.
- Ask the groups to list the consequences of gender-based violence. Give each group a different population to think about- women, men, women engaged in sex work, clients of sex workers, men who have sex with other men)
- Give the group 10 minutes to discuss
- Write their answers on a butcher paper where everyone can see them
- Discuss each of the answers that the group presents
- Encourage participants to explore the consequences of gender-based violence by asking questions on the answers given to the following questions. For example:
 - What happens when a woman is injured following an incident of gender-based violence? An example is that she will need to go to the hospital.

- What happens when an injured woman needs to go to the hospital? An example is that the money needed to pay for bus fare/medicine etc is taken out of the money for food etc.
- What else happens when a woman is injured? An example is that she may be unable to care for her children or go to work.

Step 4:

Based on the above activity, ask, 'Is gender-based violence the same for everyone?'

- Write their answers on a butcher paper where everyone can see them
- Discuss each of the answers that the group presents
- What are some things that contribute to gender-based violence for key populations?
- Give the group 10 minutes to discuss
- Write their answers on a butcher paper where everyone can see
- Discuss each of the answers that the group presents

Step 5:

Ask participants to stand up. Explain that you will read out some statements about gender-based violence.

- Ask participants to take a position under a poster (wanbel, ino wanbel, mi no save) based on the statement that you read out. Make sure that the 3 posters are in different spots in the room.
- After the participants have moved to their 'spots', give them a few minutes to discuss their ideas with the bigger group.
- Statements:
 - Being violent is just the way men are- it is something they can't change.
 - Men are naturally aggressive so they can't help hitting women when they get angry with them.
 - If a woman gets hit, it is her own fault because she must have done something to deserve it
 - A beaten woman should rely on prayer and faith to change her partner.
 - A man has the right to hit a woman if he has paid to have sex with her.
 - A man who has paid bride price has every right to hit his wife

Trainer's Note:

These statements may cause strong feelings and discussion. Discussions should be open and all opinions should be heard and respected. Allow this discussion to happen, and facilitate a respectful environment, rather than aggressive and competitive. Encourage participants to listen to all ideas, and allow participants to change their positions if they want to.

Step 6:

Sum up the discussions as follows:

- Thank everyone for their participation. The discussions today dealt with sensitive topics that can be difficult for some people to deal with. Congratulate participants for having the courage to explore these issues.
- Violence in any form, including sexual violence is never acceptable.
- In the next discussions participants will discuss where and when violence happens as well as how to reduce the risk for violence and where to seek support if they experience violence.

SESSION 3: GENDER-BASED VIOLENCE MAP AND DIARY

WHERE AND WHEN DOES GENDER-BASED VIOLENCE HAPPEN?

OBJECTIVES:

- Participants are able to identify places and times when violence is likely to take place in their communities.

MATERIALS:

- Butcher paper, markers

Time:
1 hour

**Step 1:**

Welcome everyone to the session.

Step 2:

Explain that the purpose of the discussion is to get people to think about when they or someone they know might experience gender-based violence and how it affects them.

Step 3:

Ask, "Where are some places in your area where violence happens?"

- Give the group 10 minutes to discuss
- Ask them to draw a map of their area
- Ask them to mark places on the map where violence take places
- Discuss each of the answers that the group presents

Step 4:

Ask participants to consider the following questions about violence in their areas:

- When is it likely that someone might experience violence in the locations marked on the map?

SESSION 4: REDUCING THE RISK FOR GENDER-BASED VIOLENCE

- Which days of the week, and what time of the day?
- Is it more likely on some days than on others?
- Does it change during pay fortnights?
- Does it change when people have been drinking? How?
- In a week, how many times is it likely that someone will experience a violent situation?
- What days and what time of the day?
- Give the group 10 minutes to discuss. Mark days and locations when violence is likely to occur at different locations, on the map. This map will be used again as a reference point in the next activity.
- Discuss each of the answers that the group presents.

Step 5:

Sum up the discussions as follow:

- Thank everyone for their participation.
- In the next discussions, participants will discuss ideas on how to reduce the risk for gender-based violence.

OBJECTIVES:

- Participants are able to identify actions people can take to reduce their risks for gender-based violence

MATERIALS:

- Butcher paper and markers

Time:
2 hours



Step 1:

Remind participants that in previous discussions, they have learned about gender-based violence, and the harm that gender-based violence can cause. In the last discussion, participants identified where and when violence happens most regularly in their communities.

In this discussion, participants will explore different actions they can take to reduce their risk for violence in their lives. Preventing violence from happening is the best way to reduce harm caused by gender-based violence.

Step 2:

Ask the group to think back to the discussion about where and when they experience or see violence most often. Ask the group if it is possible to avoid going to those locations? Or if it is possible to only go to those locations at times when it is less likely to be violent?

- Give the group 10 minutes to discuss
- Write their answers on a butcher paper where everyone can see them
- Discuss each of the answers that the group presents
- For many participants, avoiding places where violence happens is not really an option.

Step 3:

Ask participants to think about their particular situations- women engaged in sex work in a large town, women engaged in sex work at a guesthaus/ bar, women engaged in sex work along the Highlands Highway, man who has sex with other men and transgender people etc.

Step 4:

Ask participants to think back to the discussion about when and where these particular populations experience or see a lot of violence.

Step 5:

Ask participants to think about the following actions that can be taken to prevent violence:

Action 1: Buddy system

Action 2: Tell a friend

Action 3: Pick your partner

Action 4: Protect yourself

Action 5: Work with guesthaus/ bar owners

Ask participants to think about each of the different actions:

- What does the action mean?
- What can people do under each action? (These should look like items in the left column of the 'Action Poster')
- What are some examples of what people can do? (These should look like the items on the right column of the 'Action Poster')
- Next, show participants the Action Poster. Have the following discussion:
 - Review each of the items in the left column.
 - Review each of the examples and explanations in the right column.
- Ask participants if they think these actions might help them to prevent their exposure to violence.
- Are there other actions that might help them?
- Ask participants if they can see themselves trying some of these actions
- What would the action look like in their environment?
- Would it be easy or hard?

ACTION POSTER

WHAT TO DO?	HOW DO YOU DO IT?
Buddy System	<ul style="list-style-type: none"> • Move around with a friend • Keep close to your friend and watch out for one another • Consult with your friend about possible clients • Go with your friend to negotiate terms
Tell a friend	<ul style="list-style-type: none"> • Tell your friend when you have a client • Tell them where and when you are going to meet with your client • Tell them what time you expect to return, and ask them to come and check on you/ text you if you haven't returned by that time
Pick your partner	<ul style="list-style-type: none"> • Pick clients carefully • Do you know them? Have you been with them before? • Do your friends know them or anything about them? • Have they been drinking a lot? • Are they in an aggressive mood?
Protect yourself	<ul style="list-style-type: none"> • Carry a mobile phone so you can get a message to someone if a situation turns bad • Carry a whistle so you can get people's attention
Work with guesthaus/ bar owners	<ul style="list-style-type: none"> • Agree with management that if a violent incident is reported, they will not allow the people involved inside the guesthaus/ bar again • Agree with management that security guards should prevent incidents of violence

SESSION 5: RESPONDING TO GENDER-BASED VIOLENCE: COMMUNITY ASSESSMENT

Step 6: Using this information, ask participants to plan what they can do to prevent violence using the table below:

WHEN?	WHAT WILL WE DO?
Week 1	Identify a friend and agree that we will watch out for one another
Week 2	Talk to friends about meeting with guesthaus/ bar management
Week 3	Meet with management
Week 4	Practice the buddy system and telling a friend

Step 7: After participants have completed the exercise, ask them to present their ACTION plans to everyone.

Step 8: Congratulate participants for allowing themselves to challenge one of the most difficult problems in PNG. Remind them that addressing violence is not easy and that they have to give themselves time to be able to follow through on their action plans.

They can get more support from TL as well as from other programs if they need more information.

OBJECTIVES:

- Participants are able to identify sources of help for victims of violence
- Participants are able to address problems/ barriers victims may face seeking help from these sources
- Participants are able to identify ways to strengthen help for key populations

MATERIALS:

- Butcher paper, markers, Session 4 Action Plans

Time:
1 hour



Step 1: In the previous discussion, participants identified different actions they can take to prevent violence from happening. Unfortunately, it is not possible to prevent all forms of violence all of the time. Many participants may experience violence in their lives, even if they are careful and take actions to prevent this from happening. In this discussion, participants are going to identify different actions they can take to respond to violence when it occurs.

Step 2: Go through the maps that participants made in Session 3. Ask participants if there is anything else they want to add to the maps.

Step 3: Ask participants to list all the people, organizations and places where people can go for help if they have experienced any forms of violence.

Encourage participants to think of formal services e.g. police or village magistrates, health services, social services as well as informal networks, e.g. friends, family, village elders, counsellors, church groups.

Trainer's Note:

When working with men, it may be helpful to encourage them to focus on a close female relative, like their sister, being in this situation.

Step 4:

Mark these people/places on the map.

Step 5:

Review each possible source of help:

- What kind of help do they provide?
- Do we know the name of the person to contact there?
- What days/ times can this source provide help?
- Are they friendly to key populations?
- Would participants feel comfortable getting help from this source? Why? Why not?
- Are there any barriers that participants would face in getting help from this source? Transport? Fees? Other?

Trainer's Note:

Some examples of places in the different provinces that people can access for support are:

- Family Sexual Violence Action Committees
- Family Sexual Violence Units (Police)
- Family Support Centres (Hospitals/ Health Centres)
- It is a good idea to organise meetings with representatives from these different services so they can talk about the kind of work they do and the services they provide.

Step 6:

Now that we have talked about different sources of help, we are now going to consider how people can help others when incidents of violence occur.

Step 7:

Divide the group into two – half of the participants will be the 'actors', and the other half will be the 'directors'.

- Let participants decide on characters for this situation. For example, one actor can play the role of a man, another actor can play the role of a woman, and remaining actors can be neighbours, family members, and others.
- The role play will start with the man hitting the woman.
- Ask the directors to agree on where this is taking place and at what time of the day.

- When the woman is hit, what does she do? What do the neighbours, and family members do?
- Ask the group to consider what the woman, neighbours and family members could do to help the woman. Get the actors to act this out.

Step 8:

Using the information from Steps 2 and 3, to direct the role play. Conclude the discussion by completing the following table:

Who can help?	What is the best support they can provide?	What is the worst support they can provide?	What can you do to help them provide the best support needed?
<i>E.g Church pastor</i>	<i>Provide immediate safety for the woman while waiting for the police</i>	<i>Telling the woman that she should go back to her husband as the 'bible' says</i>	<i>Organise a meeting with church members to sensitise them on gender and violence</i>

Possible scenarios:

- The neighbours could come and try to take the woman and children to their home for the night to protect her.
- The neighbours could call the police.
- The situation could be that men are drinking in a bar and a man comes and says that he has just raped a woman. The other men might take him to the police. They could also 'snub' him after that.
- Usually men who abuse or even kill try to find other lovers and are successful. Try to get the group to consider a scene in which women refuse to go with a man who is known to beat women.

- Ask the group to consider a scene where a woman refuses to drink with a man who is married but comes to a bar with another woman.
- Ask the group to consider a scene where a woman refuses to allow a man to bring her to a friend's home.
- Ask the group to consider a scene in which neighbours hear that a woman is being beaten, they could pick up some wood and start beating a cooking pot. When others hear this, they could do this as well until the beatings stop. In this way the man will know that the community knows that he is beating his wife.

Step 9:

Ask the group to consider what would work in their community.

- How could they respond to gender-based violence (as an individual)?
- How could they respond to gender-based violence (as a community)?

Would these actions be accepted by the community?

Ask the group to add a section to their Action Plan: How we will respond to gender-based violence in our community.

List the actions individuals and community members will take to respond to incidents of gender-based violence in their community.

Remind participants, that responding to gender-based violence – talking about it, reporting it, and not hiding it will help other people understand that gender-based violence is not acceptable and should be stopped.

Step 10:

Tell the group that you are now at the end of the session. Congratulate them for identifying the sources of support for survivors of gender-based violence. In the next and final activity, we will talk about how we support someone to access some of these support services.

SESSION 6: GENDER-BASED VIOLENCE RESPONSE PATHWAY

OBJECTIVES:

- Participants explore different ways of connecting survivors of violence to available support services

MATERIALS:

- Butcher paper, markers

Time:
1 hour



Step 1:

Welcome everyone to the session

Step 2:

Explain that in this discussion participants are going to learn what actions should be taken immediately following a violent incident in particular one involving sexual violence.

- Say that participants may learn about physical or sexual violence amongst their peers at any time- during peer outreach or other peer activities, in their communities, when visiting project partners, and others.
- Remind them that some peers may be very open about their experiences while some may try and hide what happened for many different reasons. It is important that participants support their peers and encourage them to share their experiences, but without putting pressure or scaring their peers – they have already had a very difficult experience.

Step 3:

Explain the following:

- Rape means having sex against your will, whether it is your vagina, anus or mouth. Anyone can be raped – women and men, Transgender, girls and boys.

- In instances of sexual violence – it is important for the person to get medical attention as soon as possible. The person should not wait more than 72 hours (3 days) after the incident to get medical attention. This is because many of the medicines given to people to prevent HIV, STIs, pregnancy and other infections do not work after 72 hours.
- As a TL Volunteer or staff member you cannot force your peers to go for treatment, but you can encourage them and support them. You can go with them, and stay with them as they get their treatments. You can take notes for them, and ask health workers questions to get more information.
- If possible, encourage your peer to go to the Family Support Centre, or other preferred treatment provider in their town. Family Support Centres and other designated clinics have specially trained staff that can provide the necessary treatment while being sensitive to the needs of the client.
- It is important that people do not wash before they get medical treatment. Washing may get rid of evidence that doctors will need for their report.

Step 4:

Medical Treatment

Ask participants, “Does anyone know what happens at the clinic? Say that going to a clinic can also be an intimidating and scary experience. As a peer you can help explain what the person can expect when they go to the clinic.

Say that all clinics do things a little bit differently, but in general, this is what someone can expect to happen:

- Examination of a person’s body, including arms, hands, legs, feet, head and body – the medical officer is looking for cuts, scrapes, scratches, bites, bruises, broken bones. Depending on the injuries, the medical officer may ask for other tests, such as x-rays or scans to assess broken bones or internal damage.
- Examination of a person’s genitals – the medical officer is looking for cuts, tears, bruises. The medical officer may also take swabs (samples) of fluids from the genitals for further testing.
- It is no longer standard practice to conduct a speculum exam for women. Previously this was done to assess the presence of sperm, however it is now agreed that sperm does not need to be present to demonstrate rape.
(There are no DNA testing facilities in PNG, so there is no longer need to collect sperm. Generally, a speculum exam will only be conducted if severe internal trauma is suspected.)

- The person will be tested for HIV, STIs and pregnancy. These are standard tests. If the person tests positive for any of those conditions directly after the incident, doctors and police will know it is not as a result of the incident.
- The person will receive the following medications:
 - Post-Exposure Prophylaxis (PEP)- if taken properly, this medicine can prevent HIV. The medicine has to be taken every day for a full month. It has strong side effects that can make the person feel unwell. It is important though that the person continues to take the medicine to prevent HIV.
 - Antibiotics – to prevent STIs
 - Morning after pill – to prevent pregnancy
- The person may also receive additional medicines in case of other injuries and cuts to the body:
 - Tetanus
 - Hepatitis B
- The person will receive a psychological interview to assess their emotional well-being. They will be asked about what support they have at home:
 - whether they have people to look after them
 - whether they have a safe place to stay, where they will not be exposed to violence again

The person will be asked to come back after 1 month, 3 months and 6 months for follow-up tests and treatment. It is important that the person attends these appointments and receives follow-up tests.

If the person tells the medical staff that they have been raped, or experience sexual or family violence, they should not be charged any fees. This will vary from location to location, and may also depend on the availability of different medicines at the hospital at the time.

Trainer’s note:

Review the above procedures with participants. It might be helpful to present these on a butcher paper or white board. Discuss each of the steps in detail and answer any questions.

Step 5:**Going to the police**

Whenever possible, people who have experienced physical and sexual violence should get medical attention before going to the police. Many medicines only work if the person starts to take them within 72 hours of the incident. Always get medical attention first.

TL encourages people who have experienced violence to report this to the police, specifically the Family Sexual Violence Unit or CID in your area.

You cannot force your peers to report their experience to the police, but you can encourage them and support them. Reporting these incidents can be a difficult and scary experience. You can go with them and stay with them as they make their reports. You can take notes for them, and ask officers questions to get more information.

Step 6:

Explain that in this discussion participants will explore why some people choose to get treatment and some people don't. Or why some people choose to report their experience and some people don't.

Divide participants into 2 groups. One group will discuss the questions in relation to Health Worker and the other group will discuss the questions in relation to the Police. Ask the groups to consider the following questions:

- Why do some people choose to get help (Health Worker or Police)?
- Why do some people choose not to get help?
- What things make it easier for people to get help?
- What things make it difficult for people to get help?

Give groups 10 minutes to discuss.

Ask groups to present their findings to the larger group.

Discuss each of the answers.

Step 7:

You cannot force someone to get medical help or to report their experience to the police. You can only support and encourage your peers and be there for them, after their difficult experience.

Ask participants what other things they think they can do to support their peers if they experience violence.

Make sure their responses include:

- Ensure that the person has a contact that they can reach when the incident happens.
- Ensure that your conversation with the person happens in a private and safe spot
- Guarantee confidentiality but also emphasise the importance of reporting their experience to someone, in particular if they are still in danger
- Be non-judgemental and supportive and always validate what the person is saying
- Check the best safe option for the person and recommend accompanied referral to relevant available services

Step 8:

Remind Field Officers and volunteers that they can use the TL referral card to support accompanied and un-accompanied referrals for gender-based violence. Field Officers and volunteers can also distribute TL's RED Card (Annex 2) to promote relevant services in your area.

Thank everyone for their participation. Remind them that it is all our responsibility to address gender-based violence.

ANNEX 1: REPORTING POLICE BRUTALITY

REPORTING ON POLICE BRUTALITY

Any POLICE brutality can be reported as follows:

- Identify the policeman. Members of the Constabulary would normally have a name tag on their uniforms. If they don't have any visible form of identification, ask for their names. If they refuse, take note of their features and make sure you can identify them later when required to.
- Take note of the registration of the vehicle they are driving. Also note the make, model, color and other features. If you can, take a picture of the vehicle.
- Immediately after the encounter you should write down your complaint. Get witnesses to also make their statements.
- If as a result of your encounter with the police you were assaulted, get a medical report of your injuries and take pictures as well. If property has been damaged, take photographs.

Please write your letter of complaint regarding police brutality / abuse / illegal actions / unprofessional conduct etc to the following:

Police Public Complaints
Six Mile Police Station
Royal Papua New Guinea Constabulary
P. O. Box 1910
BOROKO

"The RPNGC is seriously considering making the individual policemen or policewomen personally liable for part of or all of the damages/compensation/ or legal expenses as a result of their professional negligence or undue regard for life and property".

Superintendent Dominic D. Kakas
Director Media
RPNGC

ANNEX 2: RED CARD

Signs of abuse:

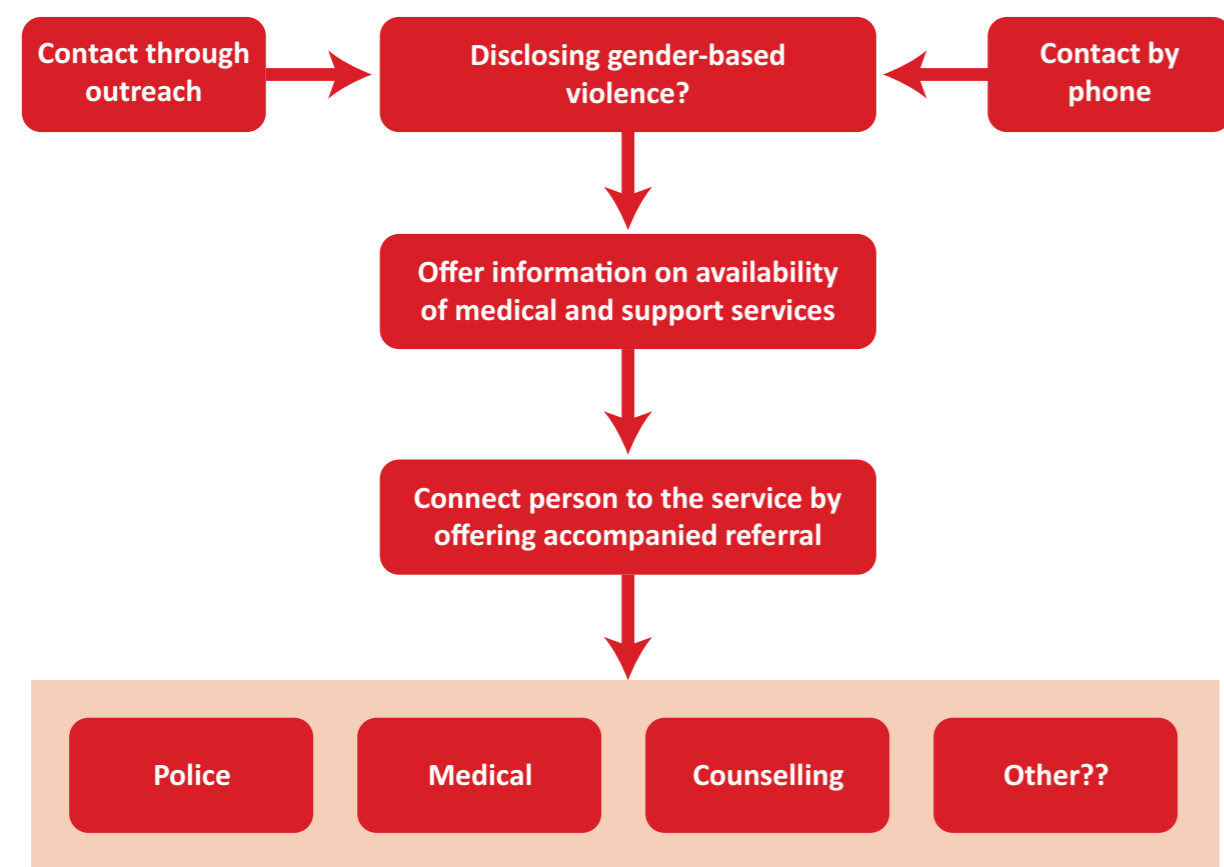
Physical abuse – hurts the body. This includes slapping, punching, kicking, shaking, twisting limbs, belting, burning, shoving, stabbing, biting, choking, use of weapons, throwing things at, restraining etc

Emotional/verbal abuse – hurts the mind and feelings, saying things that make the other person feel useless, worthless, stupid, crazy, etc

Sexual – controls sexuality. When someone forces another to have sexual penetration (vaginal, oral, anal) using any part of the body or an object, to be forced to take part in unwanted sexual activity, unwanted touching or forced to touch another. Sexual abuse can also happen between husband and wife.



ANNEX 3: TL GENDER-BASED VIOLENCE REFERRAL PATHWAY



ANNEX 4: FAMILY AND SEXUAL VIOLENCE ACTION COMMITTEES CONTACT LIST

HIGHLANDS REGION

Southern Highlands

Bonnie Kandi
Phone: 549 1722

Eastern Highlands

Gerard Saleu
Phone: 532 2800

Western Highlands

Edith Namba
Phone: 542 1231

Enga

Frank Anjo
Phone: 718 20228

Simbu

Agnes Siune
Phone: 72743462

NGI REGION

Autonomous Bougainville

Francis Semoso
Phone: 9739 062/7369 8979

West New Britain

Mary Kalkal
Ph: 983 5222/71777448

Philbert Vitata
Ph: 71204751

East New Britain

Ruby Matane
Ph: 982 8853/72839722

Manus

Hannah Ogi
Ph: 470 9470/9004
71305 264

Peter Willam
Ph: 72840996

New Ireland

Patrick Topital
Ph: 73378638

Evin Lakavas
Ph: 73347829

MOMASE

Morobe

Anastacia Wakon
Ph: 473 2302

Balinus Helipu
Ph: 72209794

Madang

Mary Kamang
Ph: 422 1858/76722748

West Sepik

Julie Kai
Ph: 457 1291

Erick Sakin
Ph: 76370156

East Sepik

Sophie Mangai
Ph: 436 2044/72361363

SOUTHERN REGION

Central Province

Catherine Natera
Ph: 344 0041/7248 1441

Milne Bay

Ana Latu Dickson
Ph: 641 0918

Deedee Nipuega
Ph: 72247043

Gulf

Sepoe Karava
Ph: 7286 7673

Western Province

Marila Hesaboda
Ph: 645 9042

Ebenesa Wainetti
Ph: 7154 1712

Oro

Paul Pukari
Ph: 629 7622/7493
732 53088

Evelyn Pukari
Ph: 76245601

ANNEX 5: POLICE FSVU UNITS / DESKS CONTACT

NATIONAL CAPITAL DISTRICT

Family Support Centre

Tessi Soi
Ph: 324 8443/8451

Papua Hahine Social Action Forum

Susan Setae
Ph: 342 4135
Mob: 7210 4545

Haus Ruth

Monica Richard
Ph: 320 3375

Save the Children & Poro Support

Lydia Seta
Janet Kilei
Ph: 311 2354

Port Moresby City Mission

Pastor Jonh Reesin
Ph: 320 0606

Catholic Family Services

Clement Waiker
Ph: 325 5250

World Vision

Maria Opnai
Ph: 311 2530

Sexual Offences Squad

Stg Teino
Ph: 324 4257

National Council of women

Lily Tua
Ph: 323 5411/5447

Life Line

Susan Nagan
Ph: 326 1680

Coalition for Change

Lana Kami
Ph: 324 1807

YWCA

Janet Russel
Ph: 323 2885

Public Prosecutors

Ph: 323 03666

Caritas PNG

Mary Toliman
Ph: 325 6255

PNGDLA

NAMES	LOCATION	NUMBER
Naureen Kila	Boroko-NCD	71729085
Tneima Sosthen	Alotau –FSVU	72896145
Betty Kanari (s/c)	Ponpondetta –FSVU	73327024
Tinol Pakiapon (s/sgt)	Boroko	71611542
Koniu Polon (s/sgt)	Prosecution Boroko	72651741
Louise Turi(CNST)	Boroko- FSVU	71715578
Julianne Epe (s/c)	Boroko – FSVU	71527644
Jennifer Oligilo	Kimbe	72002267
Lynne Sailan	SOS Wewak Pol STN	71030345
Karai Naime	Boroko NCD	70590741
Fiona Kakarere	Boroko-NCD	71477689
Deter Aimm	Waigani –FSVU	73987014
Punta Las	Hagen – FSVU	72193268
Lynette Bomai	Orawa – FSVU	72722782
Josephine Sipua	LAE-FSVU	72797002
Mavy Miul	Simbu FSVU	71267742
Judy Girua	Goroka FSVU	73199765
Gegai Pauls	Daru FSVU	73162354
Florence Noitu	Buka FSVU	73359488
Cecilia Takela	Buka FSVU	71786193
Judie Rosenzlieig	Madang FSVU	72983619
Edina Timmie	Kokopo FSVU	72548881

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Tingim Laip | PO Box 1402 | Madang | Papua New Guinea
(P) + 675 422 2192 | (F) + 675 422 0148
TLinfo@tl2.org.pg | www.tingimlaip.org



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