Replicating the UN Multi-Country Study on Men and Violence: Understanding Why Some Men Use Violence Against Women and How We Can Prevent It

Quantitative Facilitators’ Training Guidelines
ACKNOWLEDGEMENTS

These Quantitative Facilitators’ Training Guidelines were produced for Partners for Prevention by Xian Warner and Emma Fulu, both of Partners for Prevention.

Partners for Prevention gratefully acknowledges that these guidelines draw upon material from the following resources:

- **WHO Multi-Country Study on Women’s Health and Domestic Violence: Facilitators’ Guidelines for Workshop for Training Fieldworkers.** (Elsberg and Heise, 2003)
- **SASA! Activist Kit for Preventing Violence against Women and HIV** (Michau, 2008)
- **Stepping Stones: A training manual for sexual and reproductive health communication and relationship skills Edition III** (Jewkes, Nduna and Jama, 2010)
- **Sex and Sexuality for All: Handbook for Training Service Providers on Integrating LGBTI Issues into HIV and GBV Prevention** (Southern Africa HIV and AIDS Information Dissemination Service, undated)
- **East & Southeast Asia Regional Curriculum on Transforming Masculinities for Gender Justice** (RLC, 2012)
NOTES ON USE AND ADAPTATION

These guidelines have been prepared as part of the Toolkit on Replicating the United Nations Study on Men and Violence: Understanding Why Some Men Use Violence against Women and How We Can Prevent It. The guidelines should be accompanied by the Quantitative Training PowerPoint Presentations.

These guidelines require adaptation before they can be used as part of a country specific study. Parts of the guidelines that require additional information are indicated using square brackets [ ] and yellow highlighting.

The activities proposed in these guidelines are merely suggestions. We encourage you to adapt or tailor activities to the context of your study. Character names in the activities should be changed to reflect the cultural context of your study location.
Welcome to the Quantitative Facilitators’ Training Guidelines for conducting the UN Multi-country Study on Men and Violence methodology fieldworker training workshop. These guidelines will help to train fieldworkers on how to implement an ethically rigorous quantitative study on violence against women and masculinities. This document is designed as a comprehensive training tool. However, as each study context will be different, the training content should be contextualised and the suggested activities in this document can be replaced with site-specific activities as necessary.

These guidelines are designed to accompany the Quantitative Training PowerPoint Presentations.
BEFORE YOU BEGIN

What makes a good facilitator?
Given the sensitive nature of the topics covered in this training, including violence against women, gender and sexuality, the role of the facilitator is crucial to guide and support fieldworkers through the learning process. Facilitators should possess the following personal characteristics:

- the capacity to recognize and accept their own biases and make a conscious effort to remain neutral in the workshop environment
- the ability to create and maintain a safe and comfortable learning environment
- an open-minded and patient outlook, including being prepared to answer challenging questions from trainees
- respect for all participants
- the ability to inspire the trust of others
- enthusiasm and motivation for violence against women prevention
- sensitivity in all presentations
- a non-confrontational attitude and the ability to interact with others in a friendly and honest manner.

Additionally, a facilitator should have a solid understanding of:

- the different concepts of human sexuality, including sex as a biological concept, gender as a social construct, sexual orientation and sexual practices, and the links between them
- the multiplicity and fluidity of masculinities and femininities
- the links between socially sanctioned gender roles and violence against women
- gendered power
- different types of violence against women, the factors associated with violence against women, the consequences of violence and the social reactions to it in your country context
- existing laws, national policies and statistics (if available) regarding violence against women in your country
- stereotypes and preconceptions around violence against women
- the need to prioritize the safety, health and well-being of study participants and fieldworkers
- your personal limitations in terms of knowledge and experience, and the need to ask for help when it is required.

What makes a successful training?
Although every training session will be different, there are some steps that facilitators can take to ensure that fieldworkers get the most of the training.

1. Plan in advance and make sure you understand the topics and are familiar with the terms involved prior to the training.
2. Get the group acquainted and encourage everyone to participate.
3. Create an environment that is tolerant and collaborative.
4. Encourage participants to ask questions in a safe and enabling environment.

1 Adapted from the Southern Africa HIV and AIDS Information Dissemination Service (SAfAIDS). Undated.
5. Intersperse presentations from facilitators with interactive activities or discussions involving the participants.
6. Take regular short breaks to keep participants engaged and energized. Short team-building exercises can be done during breaks.
7. Be sensitive to the participants’ emotional reactions to the training. The sensitive topics discussed during training may bring up painful memories for some people. Let the participants know that the facilitators and counselling professionals are available for them.
8. At the start of each new day of training, recap the lessons from the previous day.
9. Ensure that you have a co-facilitator to assist with the training.

Practical considerations
The following list includes some practical considerations necessary prior to training.

- Make sure that the training venue is big enough and provides enough seats for all participants.
- Make sure that the training venue is quiet, private and in a reasonably accessible location.
- Check beforehand that you have the equipment you will need, including flipcharts, markers, handouts (enough copies for each participant, with extras), a projector, electrical sockets, a laptop and a whiteboard.
- If participants are being paid daily during the training, disburse their payment at the end of the day’s training to prevent participants from leaving the training early.
- Ensure that the room is arranged so that all participants can clearly see you and the others, and can comfortably contribute to discussions. Ideally, chairs and tables should be movable to allow for flexibility in different activities and presentations.
- Collect the contact details of all participants on the first day.

Workshop goals
Your workshop should aim to ensure that participants have:

- increased sensitivity to gender issues at the personal and community level
- a basic understanding of masculinities, gender-based discrimination and violence against women
- a solid understanding of the goals of the [LOCAL SAFE NAME] study
- improved interviewing skills, taking into account safety and ethics of this type of study
- a standard level of proficiency in the use of the UN multi-country study’s Core Men’s Questionnaire and quantitative field procedures
- [a basic comfort level around using PDAs to collect data].
# Training schedule for interviewers and supervisors

<table>
<thead>
<tr>
<th>Week 0</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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<tbody>
<tr>
<td></td>
<td>Detailed planning and preparations for training and fieldwork</td>
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<table>
<thead>
<tr>
<th>Week 1</th>
<th>Day 1</th>
<th>Day 2</th>
<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Introduction to study</td>
<td>Self-awareness: childhood fatherhood parenting relationship sexualities</td>
<td>Violence against women: prevalence types consequences underlying causes and factors associated with violence women's responses social responses</td>
<td>Overview of the study, interviewing techniques, employment expectations, payment and working conditions and selection of respondents</td>
<td>Men's questionnaire sections 1, 2 &amp; 3</td>
<td>Explanation and practice</td>
<td>Day off</td>
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<th>Week 2</th>
<th>Day 1</th>
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<th>Day 3</th>
<th>Day 4</th>
<th>Day 5</th>
<th>Day 6</th>
<th>Day 7</th>
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<tbody>
<tr>
<td></td>
<td>Sections 4, 5 &amp; 6</td>
<td>Section 7 and self-administered section 8</td>
<td>Ethics and safety measures and quality control</td>
<td>[Training on using PDAs, if using]</td>
<td>Work with supervisors</td>
<td>Work with supervisors</td>
<td>All others day off</td>
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<td></td>
<td>Day 8</td>
<td>Day 9</td>
<td>Day 10</td>
<td>Day 11</td>
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<td>Day 13</td>
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<tr>
<th>Week 3</th>
<th>Day 1</th>
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<th>Day 6</th>
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<tbody>
<tr>
<td></td>
<td>Pilot testing</td>
<td>Pilot testing</td>
<td>Debriefing</td>
<td>Make any necessary changes to the questionnaire</td>
<td>FINAL PROGRAMMING AND TESTING OF INSTRUMENT [AND PDAS]</td>
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<td></td>
<td>Day 15</td>
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<td>Day 18</td>
<td>Day 19</td>
<td>Day 20</td>
<td>Day 21</td>
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**GREEN:** Usually conducted by local NGO partner with expertise in the field of gender, violence against women and masculinities training. The facilitators’ guide can be used.

**BLUE:** Conducted by the research coordinators.

* For projects that will also be using the WHO MCS women's survey, joint training is possible. In such cases, days 1–3 and days 10–17 could be conducted with male and female fieldworkers together. The training on the questionnaire should be conducted separately.
DAY 1

Introduction to the study
Introduction to gender and sex

Overall aim for the day
The aim is to introduce participants to each other and to the fundamental concepts behind this research project.

Sample agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
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<tbody>
<tr>
<td>9:30—9:40</td>
<td>Ice-breaker</td>
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<tr>
<td>9:40—9:55</td>
<td>Introduce the study</td>
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<tr>
<td>9:55—10:00</td>
<td>Expectations</td>
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<tr>
<td>10:00—10:05</td>
<td>Ground rules</td>
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<tr>
<td>10:05—10:15</td>
<td>Tea break</td>
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<tr>
<td>10:15—11:45</td>
<td>Activity 1.1: Early memories of being male or female</td>
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<tr>
<td>11:45—12:30</td>
<td>Activity 1.2: Defining sex and gender</td>
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<tr>
<td>12:30—13:30</td>
<td>Lunch</td>
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<tr>
<td>13:30—14:00</td>
<td>Activity 1.3: Masculine and feminine</td>
</tr>
<tr>
<td>14:00—14:30</td>
<td>Activity 1.4: Fishing for gender stereotypes</td>
</tr>
</tbody>
</table>

Note: Based on Partner for Prevention’s experiences conducting the UN multi-country study methodology, the training rarely directly sticks to the schedule. Participants often arrive late, some may have to leave early to pick up children from school or project administrative matters may take up time. It also takes time for the group to reassemble after breaks. This agenda, therefore, intentionally leaves leeway so that you will not have to rush through any activities.
INTRODUCTION
(PowerPoint slides 1—10)

Ice-breaker

Aim: For participants to get to know each other and to create a friendly, safe and open atmosphere in the workshop.

Recommended time: 10 minutes

Materials needed: None.

Corresponding PowerPoint slide(s): 5

Instructions: Ask participants to pair up with the person sitting next to them. If there are an uneven number of people, make one group of three. Give the participants a few minutes to introduce themselves to their partners by saying their name, where they are from and why they feel proud of being a woman/man. After a few minutes ask participants to introduce their partners to the group (ie. “This is..., from ..., and s/he is proud of being a woman/man because...”). This continues with each person introducing their partner until everyone has been introduced.

Introduce the study

Aim: To comprehensively introduce the study to the participants.

Recommended time: 15 minutes

Materials needed: None.

Corresponding PowerPoint slide(s): 6—8

[Country-specific information about the study]

The UN multi-country study quantitative component aims to:
- better understand men’s use of different forms of violence against women (specifically, intimate partner violence and non-partner rape);
- assess men’s own experience of violence as well as their perpetration of violence against other men and how it relates to the perpetration of violence against women;
- identify factors associated with men’s perpetration of different forms of violence against women;
- promote evidence-based policies and programmes to prevent violence against women.

Introduce the training

Aim: For participants to reflect upon and share what they would like to get out of the training and for facilitators to respond to these reflections.

Recommended time: 5 minutes

Materials needed: Flipchart or whiteboard and markers.

Corresponding PowerPoint slide(s): 9
**Instructions:** Ask participants to say aloud what their expectations are for the training workshop. What do they hope to learn? How do they think they will change over the two weeks?

Record their answers on a flipchart and then respond to each of the expectations (highlighting which of their expectations will be met by the end of the training and which probably will not). Discuss their expectations in reference to the training objectives (slide 8).

**Ground rules**

**Aim:** To create a safe and respectful workshop space.

**Recommended time:** 10 minutes

**Materials needed:** Flipchart or whiteboard and markers.

**Corresponding PowerPoint slide(s): 10**

**Instructions:** Ask participants to think about what ground rules they would like to set for the duration of the training. Write their responses on a flipchart and, once the group thinks that the list is complete, post the ground rules somewhere visible in the room. Leave these up throughout the whole two weeks of training. Emphasize that they may want to set ground rules that help make the workshop a safe, open and supportive space for all participants, given the sensitivities around the topic.

If participants are struggling, offer them some of these suggestions:

- challenge yourself regarding your assumptions and beliefs
- take responsibility for listening to new ideas and different perspectives
- it is not okay to blame, judge or criticize
- speak for yourself out of your own personal experiences
- ask questions whenever you don’t understand
- you will not be expected to discuss issues that make you uncomfortable
- honour personal information shared in the workshop by keeping it confidential
- respect each other

**INTRODUCTION TO GENDER AND SEX**

(PowerPoint slides 11—13)

**Activity 1.1: Early memories of being male or female**

**Aim:** To encourage participants to think about how people learn gender roles.

**Recommended time:** 1 hour and 30 minutes

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2 Adapted from Ellsberg and Heise, 2003.
Materials needed: Paper, pens, crayons or markers.

Corresponding PowerPoint slide(s): 11

Instructions:
Step one – As a warm-up and introduction to the session, ask participants to demonstrate a stance or a posture that depicts how men and women are perceived in their society. If the group is single sex, ask all participants to depict male postures. Then, ask all participants to depict female postures.

Step two – Ask each participant to describe what his or her stance or posture shows. Ask him or her to consider what the stance or posture reflects about society’s perceptions of men and women.

Step three – Introduce the main part of the session by explaining that throughout the workshop, but particularly in the first few days, participants will be asked to share personal memories and experiences related to gender and violence, and that these memories and experiences may at times be painful or difficult to discuss. Emphasize the importance of listening to others in a supportive way, without judgement and keeping all experiences shared in the group confidential. Nobody will be required to share if they do not feel comfortable doing so. Refer to the ground rules.

Step four – Ask participants to divide themselves into groups of three to four people. They should form groups of their own choosing to ensure that they are with participants with whom they feel comfortable sharing personal experiences.

Step five – Introduce the first activity.

- Individually, recall your earliest, most significant and meaningful memory of an experience related to discovering you were male or female and therefore different from the other sex.
- After a few minutes of individual reflections, share this experience with other members of your group.
- As a group, develop a drama, picture, collage, poem, song, story or dance that reflects the memories shared within the group.

Step six – Ask each group to present its drama picture, collage, poem, song or dance. Ask questions about the individual memories shared within the group that will encourage discussion, such as:

  - how did you feel during the experience?
  - what did the experience tell you about being male or female?
  - what were your family’s expectations of you?
  - what were your family’s expectations of your sister or brother?
  - what were society’s expectations from you?
  - what were society’s expectations from your sister or brother?
  - what were your expectations and aspirations for yourself?
  - what conclusions and lessons did you draw from the experience?
Activity 1.2: Defining sex and gender

**Aim:** To explain the differences between sex, gender and sexuality.

**Recommended time:** 45 minutes

**Materials needed:** Flipchart or overhead projector, markers, Handout 1: Sex and gender (appendix A).

**Corresponding PowerPoint slide(s):** 12—13

**Instructions:**

**Step one** – Place a picture of a man and women on a flipchart or overhead projector and ask the group, ”If someone came here suddenly from Mars and we wanted to explain the difference between men and women, how would we do it?” Start with the suggestions for describing men and write them all down next to the picture of a man. The answers may include any kind of description, such as physical characteristics, social traits, activities, etc. Then ask, ”How would we describe a woman to our Martian friend?” Write the suggestions down on the side of the woman’s figure.

**Step two** – Ask the following discussion questions:

- what does it mean to be a “man”?
- what does it mean to be a “woman”?
- what are the differences between a man and a woman?
- what are the similarities between a man and a woman?
- who created these differences?
- list the social and biological differences and similarities between a man and a woman.

Ask the group, ”Which of these differences are **biologically based** (meaning the characteristics that we are born with and cannot be changed) and which are **created by society** (meaning those characteristics we are not born with them and they can be changed)?” Mark an S next to the biological characteristics (for sex) and a G next to socially determined characteristics (for gender).

**Step three** – Distribute Handout 1: Sex and gender (appendix A) and present slide 13 in the PowerPoint presentation. Ask participants to read the definitions aloud. Make sure that everybody understands the definition of sex and gender. Further explain:

> A person’s sex is defined as female or male according to certain identifiable physical features. Babies are assigned a sex on the basis of what the genitalia look like at birth. As it is defined in relation to characteristics of the body, a person’s sex is usually taken to be a biological fact. But it is important to remember that the idea that there are only two sexes, female or male, is a cultural and not a biological fact. “Gender” is the term used to refer to the meanings and practices that are culturally associated with or assigned to this femaleness and maleness.

> Many of these meanings and practices are concerned with sexuality. There are many ways to understand sexuality, but perhaps the simplest is to say that is the term given to a range of feelings, experiences, practices, meanings and identities related to sex, desire and pleasure. A discussion of sexuality includes discussion of the ways in which we give and receive pleasure with our bodies, the ways we experience intimacy with others, the ways we relate to the social meanings and

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3 Adapted from Ellsberg and Heise, 2003.
prohibitions regarding our sexual lives, issues of health and well-being linked to our sexual behaviour, and the links between sexuality and violence.\(^4\)

Sexuality is a total sensory experience, involving the whole mind and body—not just the genitals. Sexuality is shaped by a person’s values, attitudes, behavior, physical appearance, beliefs, emotions, personality, likes and dislikes, and spiritual selves, as well as all the ways in which one has been socialized.\(^5\)

**CONCEPTS OF GENDER AND POWER**

**Activity 1.3: Masculine and feminine**\(^6\)

**Aim:** To encourage participants to think about how masculine and feminine traits are given different kinds of power and privilege in society.

**Recommended time:** 30 minutes

**Materials needed:** Flipchart or overhead projector, markers.

**Instructions:**

**Step one** – Explain to participants that you will now explore the different meanings and expectations that our society gives to males and females.

**Step two** – Prepare a flipchart with two columns: one labelled ‘masculine’ and one labelled ‘feminine’. Return to the list of traits, positive or negative, and roles that the participants came up with for ‘man’ and ‘woman’ in Activity 1.2. Ask participants to call out which of these traits their community views as ‘masculine’. List these on the flipchart sheet under ‘masculine’. Ask them which of the traits their community views as feminine and list these on the flipchart under ‘feminine’.

**Step three** - Ask the participants which column men are associated and which column women are associated.

**Step four** - Select a trait from the ‘masculine’ list (such as ‘tough’) and ask the male participants:

- Do you think this applies to all men?
- Do you think that men be masculine without being [tough]?
- Do you feel [tough] all of the time?
- Can women be [tough] too?
- How does it make you feel to hear men described in this way?

Next, repeat the same process with a word from the ‘feminine’ list. Roles or activities can also be used for this step (such as ‘taking care of children’):

- Why do you think [taking care of children] is a women’s activity?
- Do men [take care of children] too? Does your community/society view this differently or the same as when women [take care of children]?

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\(^4\) Regional Learning Community, 2012.  
\(^6\) Draws on Regional Learning Community, 2012.  
\(^7\) If there are no female participants, these questions should still be directed at the male participants.
Step five – Continue to go through the lists and guide the discussion with the following questions:

- In terms of social status, economic reward and political power, is it better to be associated with the “masculine” column or the “feminine” column?
- In what situations might some men be associated with the words in the “feminine” column? What happens to these men?
- In what situations might some women be associated with the words in the “masculine” column? What happens to these women?
- Which of the qualities and practices described by the words in either column are “positive” when it comes to creating the world that we want?
- Which of the qualities and practices described by the words in either column are “negative” when it comes to creating the world that we want?
- If we think about the qualities and practices we need to create the world that we want, how useful is it to label these qualities and practices in terms of the masculine/feminine two-gender system?

Step six – Summarize this discussion, making the following key points:

- Generally around the world, the qualities and practices that are labeled ‘masculine’ carry greater prestige and privilege than those labeled ‘feminine’. Being associated with the ‘masculine’ brings greater social status, economic reward and political power than being associated with the ‘feminine’.
- In most societies, it is men who are associated with the ‘masculine’ and women are associated with the ‘feminine’. Men continue to benefit in many ways from being associated with the privileged ‘masculine’.
- Labeling men ‘feminine’ is one of the main ways that some men oppress other men. When men are sexually assaulted by other men, the victim is often said to be ‘like a woman’.
- Men who have sex with other men are often seen as being ‘feminine’ and thus not ‘real men’. Such men are often the target of male violence, as well as social stigma and legal punishment.
- Labeling women as being ‘masculine’ or not ‘feminine’ enough is one of the ways in which women who try to resist sexism are kept in their subordinate position. Women who go into politics, or who seek senior positions in business, are often stigmatized for not acting like a proper woman or being too manly.
- In fact, the qualities and practices that we need to create the world that we want can be found in both columns. Similarly, some of the qualities and practices that prevent us from creating a more just society are in both columns. Rather than try to divide everything into ‘masculine’ or ‘feminine’, we should be trying to reinforce the positive qualities and practices, and eliminate the negative qualities and practices, that we have listed in both columns.

Through this discussion, elicit from the participants the idea of gender stereotypes and how stereotypes do not reflect individual’s lived realities. This connects to the next activity.

FACILITATION TIPS

- Depending on what language(s) you are using, there may be no direct translation of ‘masculine/ masculinity’ and ‘feminine/ femininity’. If this is the case, take some time with the group to find words and terms that make sense to them in their language and experiences.
- While finding the right words and terms to use in this discussion, be alert to potential sensitivities (for example, in relation to strongly held religious beliefs).
- During such discussions, having two facilitators is ideal, as one can facilitate and the other can note the important issues raised during the discussion.
Activity 1.4: Fishing for gender stereotypes

**Aim:** To encourage participants to think critically about gender stereotypes.

**Recommended time:** 30 minutes

**Materials needed:** Cardboard fish, pole and masking tape (prepared before workshop).

**Corresponding PowerPoint slide(s):** 14

**Instructions:**

**Step one** – Ask participants to form small groups of about four to five people. Cut out pieces of cardboard in fish shapes and write on them several popular sayings or songs that reflect gender stereotypes. To save time, these can be prepared before the workshop. Place them in a bowl and let each group “fish” one with a pole and masking tape.

**Step two** – Ask each small group to discuss the following questions:

- Where does this saying come from?
- Do you think this saying is true?
- What kind of message does this send about men and women?
- How does this influence your feelings about yourself?
- How does this influence your feelings toward women and men?
- What are some social and cultural barriers caused by stereotypes?
- Do women and men experience these barriers equally or differently? How do these barriers affect their relationships?

**Step three** – Each small group presents the summary of their conclusions.

**Step four** – Wrap up the activity by highlighting these points:

- Our cultures are imbued with stereotypes about the ‘correct’ ways for males and females to act, but these stereotypes often have little basis in reality.
- From an early age, boys get a clear message from different sources that they should think, feel and act differently from girls.
- In many societies, girls are given the message from different sources that they are somehow less valued and less powerful than boys.
- These messages reinforce gender inequalities.
- In many societies, boys learn that should not ‘act like a girl’, which means that they must not express all of their feelings or be vulnerable. This message denies boys the opportunity to express their whole selves.
- Gender stereotypes greatly influence how we view ourselves and others, and they can have a negative impact on how different people are treated.
- It is natural to make stereotypical judgments, and we all do it. However, it can hurt us and others. We should all be aware of how we stereotype others and do our best to change.

Summarize the key messages of the day by presenting slides 15 and 16.

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8 Ellsberg and Heise, 2003; SAfAIDS, undated.
DAY 2
Self-awareness Masculinities

Overall aim for the day
The aim is to encourage participants to begin thinking critically about gender roles in their own lives.

Sample agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30—9:40</td>
<td>Recap from Day 1</td>
</tr>
<tr>
<td>9:40—9:50</td>
<td>Activity 2.1: True or false</td>
</tr>
<tr>
<td>9:50—10:50</td>
<td>Generational change</td>
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<tr>
<td>10:50—11:00</td>
<td>Tea break</td>
</tr>
<tr>
<td>11:00—12:30</td>
<td>Activity 2.3: The space between us</td>
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<tr>
<td>12:30—1:30</td>
<td>Lunch</td>
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<tr>
<td>1:30—2:30</td>
<td>Activity 2.4: Institutional influences on gender stereotypes</td>
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<tr>
<td>2:30—3:00</td>
<td>Activity 2.5: Reflections on masculinity</td>
</tr>
</tbody>
</table>
RECAP FROM DAY ONE

Activity 2.1: True or false

**Aim:** To energize the group and to remind participants of the previous day’s lessons.

**Recommended time:** 10 minutes

**Materials needed:** A large, clear space for participants to stand in a circle.

**Instructions:**

**Step one** – Ask participants to stand in a circle, facing inwards and holding hands. If you have both male and female participants, ask them to stand alternately male and female. Explain that you will read out some statements. If they believe that the statement is **true** they need to take a step forward. If they think that the statement is **false** they need to take a step backward.

**Step two** – Read out the following statements:
- A person’s gender is biological.
- It is normal to stereotype.
- All girls should learn how to cook.
- In most societies, females are associated with masculinity and males are associated with femininity.
- Gender stereotypes can harm us and others.
- If a man is bad at sports, he is not a ‘real’ man.
- A person’s sex is biological.
- Women are weaker than men.
- Most societies privilege masculine qualities over feminine ones.
- What it means to be a man or a woman can change over time.

**Step three** – Ask participants to look at what the circle looks like now. Were they able to keep holding hands? Did everyone agree on which statements were true and which were false? Why not?

**Step four** – Briefly discuss the statements that were most controversial, or which resulted in the most different responses. Ask a participant who felt the statement was **true** to explain his or her choice. Ask the same of a participant who felt the statement was **false**.

Activity 2.2: Generational change

**Aim:** To explore generational changes in gender roles and norms, and what factors influence these changes.

**Recommended time:** 1 hour

**Materials needed:** Big sheets of paper, coloured pens or crayons and sticky tape.

**Corresponding PowerPoint slide(s):** 18

**Instructions:**

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9 Regional Learning Community, 2012.
Step one – Divide the participants into five groups. Assign each group one of the following five topics: relationship, family life, work life, community life or sexuality.

Step two – Give each group two sheets of big paper and a pen, and ask them to draw a picture on each piece of paper. The first picture should show a similarity in gender roles between their generation and their parents’ generation in relation to their particular topic. The second picture should show a difference between their generation and their parents’ generation in relation to this topic.

Step three – Allow about 15 minutes for the groups to draw their pictures. When the time is up, ask the groups to stick their drawings on the wall to create a ‘gallery’. One spokesperson from each group should stand beside their drawings. Invite the rest of the participants to look at all of the drawings in the ‘gallery’, and to ask the spokesperson any questions they have about the drawings of their respective groups.

Step four – Allow about 10 minutes for participants to look at the ‘gallery’ and then invite them to sit back down.

Step five – Discuss the generational differences and similarities from the drawings with the following questions:
- What has changed most significantly about gender roles in relation to which topics (areas of life)?
- Which of these changes are positive and which are negative?
- What makes you define some changes as positive and some changes as negative?
- Which have been the most important factors (political, economic, social, etc.) in affecting these changes?
- What do these factors and forces suggest about opportunities to work for more positive change in gender roles?
- What about gender roles has not changed significantly? Why do you think this is?
- Which have been the most important factors and forces (political, economic, social, etc.) in preventing change?
- What can be done to address these factors and forces that are preventing positive change?

Step six – End the activity by summarizing the following key points:
- Gender roles are fluid and changing, especially in terms of work and family life. In many countries across the region, more women are earning money by going out to work and some men are beginning to share the responsibilities of care for children and the elderly with women.
- More young people are staying longer in school, and there is some evidence that shows how young men with more education have more gender-equitable attitudes toward women.
- At the same time, the values of the ‘two-gender system’, which view masculinity as superior to femininity, seem as strong as ever. The capability to earn money gives women more freedom to make decisions, but has not yet liberated women from submission to men, and has not yet liberated men from the social expectation of being the ‘breadwinner’ in families.
- Sometimes the conflicts between social norms around masculinity and femininity, and an individual’s ‘emerging roles’ in a modern life, have increased men’s violence against women.
Activity 2.3: The space between us

Aim: To raise participants’ awareness of gendered power relations and how they shape lives and experiences.

Recommended time: 90 minutes

Materials needed: A large, cleared space either in the training room or outside and printed character identity cards.

Corresponding PowerPoint slides: 19

Instructions:
The exercise works best when conducted with both women and men who can respond based on their real-life experiences. If you do not have at least three women and three men in your group, you will need to provide some participants with pretend identities. Pretend male and female identity descriptions can be found in Appendix B.

FACILITATION TIPS

In drawing out the ways in which gender roles have and have not changed in different areas of life, and the reasons why this is so, it is important also to discuss the influence of other factors, such as class, ethnicity, nationality and rural or urban location. For example, encourage participants to think concretely about the changes in gender roles among working class communities, relative to middle class communities, and to discuss how coming from a minority ethnic or immigrant community affects women’s and men’s experience of changes in gender roles.

Step one – Explain the following to participants:

- This session is designed to help participants recognize that a person’s sex deeply influences their experiences and choices in life. It goes on to explore the impact on our enjoyment of human rights as women and men.
- In a few moments, I am going to ask you to line up in the middle of the room and hold hands with each other. I will then read a series of statements about life experiences.
- After each one of the statements you will move one space forward, backward or stay where you are, based on your life experiences. If you begin moving in an opposite direction of the person you are holding a hand with, you will have to let go. (Note: If someone is in a wheelchair, instead of taking a step, they can move the equivalent.)
If you haven’t heard a statement clearly, call ‘repeat’.
This is a silent exercise. Please do not comment on your own or others’ movements.

Step two – Ask participants to line up side by side across the middle of the room, with sufficient and equal space both behind and in front of them. Ask them to all face one way (towards a wall on the other side of the room or line on the floor some distance away) and to hold the hand of the person on either side of them.

Step three – If you do not have at least three women and three men, ask for volunteers to take on the pretend identity of a woman or a man (see Appendix B). For any participant receiving a pretend identity, give him/her a name tag and read the description of his/her pretend identity to the group. Choose an identity with a profession different than the actual profession of the participant. Participants will maintain the given identity throughout the exercise and make decisions based on their pretend identity.

Step four – Ensure that there are no questions. Remind participants that this is a silent exercise.

Step five – Read the statements below and ask participants to move after each statement.

Statements:  
1. If you were raised in a community in which the majority of police, government workers and politicians were not of your sex, move one step back.
2. If a teacher has ever promised you better school results in exchange for sexual favours, move one step back.
3. If you have never been harassed or disrespected by police because of your sex, move one step forward.
4. If you have ever feared violence in your own relationship or home, move one step back.
5. If you have had the opportunity to complete your high school education, take one step forward.
6. If people of your sex can beat a partner because of unfaithfulness and with general acceptance of this behaviour from others, move one step forward.
7. If you were denied a job or promotion because of your sex, move one step back.
8. If your sex has ever been considered by scientists as inferior, move one step back.
9. If you were discouraged from pursuing activities of your choice because of your sex, move one step back.
10. If most doctors, lawyers, professors, or people in positions of leadership in business are of your sex, move one step forward.
11. If you fear being attacked if you walk home alone after dark, move one step back.
12. If you could continue school while your siblings of the opposite sex had to stop, move one step forward.
13. If you share childrearing responsibilities with your partner, move one step forward.
14. If you rely on your partner to pay for your clothes and food, move one step back.
15. If you have never been offered presents for sexualfavours, move one step forward.
16. If you have ever worried about how to dress to keep yourself safe, move one step back.
17. If people of your sex can have different partners and that is generally accepted, move one step forward.
18. If you have taken care of your partner while she or he is sick, move one step forward.
19. If your religious leaders are the same sex as you, move one step forward.
20. If you have ever feared rape, move one step backward.
21. If your name or family name can be given to your children, move one step forward.

These statements can be amended to be contextually appropriate.
22. If you have been touched inappropriately by a stranger in public, against your will, move one step back.
23. If you have ever been refused rest by your partner while you were feeling weak, move one step back.
24. If you make most of the decisions about household expenditures, move one step forward.
25. If you have never been whistled or hooted at in public by the opposite sex, move one step forward.

Step six – When you have finished reading all the statements, pause. Ask the participants to remain where they are. If some participants are still holding hands, they can now let go of each other. Ask the participants to look around to see where they are standing and where others around them are standing. Ask them to take a moment to reflect on their own position and the position of others.

Step seven – Tell the group: “When I say ‘go,’ race to the wall/line in front of you.” Then count “one, two, three, GO!” and have the participants race to the ‘finish line’ from where they had been standing at the end of the activity.

Step eight – Gather everyone back in the large circle and debrief the exercise. Make sure that both women and men are contributing their thoughts, and that everyone feels safe and respected throughout the discussion.

Discussion questions:
- How did you feel doing this exercise?
- What did you notice about each other’s reactions as the exercise progressed? (Probe: Did the tone of the game change from playful to serious?)
- What did you think or feel when you saw where everyone was standing at the end of the game? Was there anything that surprised you about people’s positions?
- Did any of you adjust your steps (such as make them smaller or larger) as the game continued? Why?
- Did anyone want or choose to not be honest in the exercise? Why? What does this tell us about our experiences? (Probe: Is there shame or stigma attached to our experiences of power?)
- What was your first reaction when I asked you to race to the wall? (Was it too far, too close, you ran very hard, knew I couldn’t win, what was the point, etc.?)
- What does this exercise teach us about the power imbalances between women and men?
- What did you learn about your own power? The power of those around you?

Summarize: Show PowerPoint slide 19
- In our community, women typically have less power than men. This is a social norm, or something that is considered normal in our community. The power imbalances between women and men mean that women are at a disadvantage. Violence against women is one way this power imbalance is allowed to continue. It is unjust that women and men do not move through life equally.
- However, a range of unequal power systems restrict some people and limit the progress they can make in life. These include patriarchy (based on gender), economic exploitation (linked to class), ethnocentrism (based on ethnicity), xenophobia (hatred of foreigners), homophobia (hatred of gay and lesbian people), as well as discrimination based on age and mental or physical disability.
Because of these different power systems, most people experience privilege in certain circumstances in their lives, and oppression in other aspects of their lives.

- Men are privileged by patriarchy, or male dominance in society, but some men also suffer from patriarchy.
- Patriarchy intersects with other forms of oppression related to class, ethnicity, sexuality, etc. Try to elicit concrete examples of these intersections from the participants.

**Activity 2.4: Institutional influences on gender stereotypes**

**Aim:** To get participants thinking critically about how institutions influence and reinforce gender inequalities.

**Recommended time:** 1 hour

**Materials needed:** Paper and pens for each group.

**Corresponding PowerPoint slide(s):** 20

**Instructions:**

**Step one** – Ask participants to brainstorm a list of the institutions and systems that create and maintain gender stereotypes. Possible responses include family, universities, media, religion, governments, law or education system.

**Step two** – Divide the participants into small groups. Assign to each group one of the institutions listed in Step one. Present PowerPoint slide 20. Ask each group to discuss:

- How does the institution or system create and maintain gender stereotypes? Give examples of stereotypical behaviors, practices and policies in the institutions.
- Have you observed any changes in the institution or system that reflect progress towards a gender-equitable society?

**Step three** – Allow each group to present its findings.

**Step four** – Ask participants to summarize what they learned in the session.

**Activity 2.5: Reflection on masculinity**

**Aim:** To encourage participants to think reflectively about their own masculinity and about how their communities encourage or privilege certain types of masculinities.

**Recommended time:** 30 minutes

**Materials needed:** A notebook and pen for all participants; a large sheet of paper and markers for each table.

**Corresponding PowerPoint slide(s):** 21 and 22

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12 Regional Learning Community, 2012.
13 This exercise is designed for male-only trainings. However, if there are women in the training they can also participate in this activity; the only difference being that for reflection question ‘c’ women would answer: “Where and how do men and boys in your community learn how to be a man?”
Instructions:

**Step one** – Ask participants to spend about 10 minutes reflecting alone about the following questions, recording their responses in their notebooks:

- How would you define masculinity?
- Which men are superior or privileged in your community? Why?
- Where and how did you learn how to be a man?
- How does your culture teach people about masculinity or manliness?
- Is there anything you would like to change about how your community views masculinity?

**Step two** – Ask participants at each table to then discuss their responses as a group. One member of the group should be responsible for collating the group responses and writing these on the large sheet of paper.

**Step three** – After about 10-15 minutes, groups should present their responses to the whole workshop.

**Step four** – Discuss the outcomes of this exercise and summarize, using PowerPoint slide 22:

- The term ‘masculinity’ refers to the attributes, behaviours and images that are culturally associated with expressions of maleness or manliness.
- Masculinity is expressed and embodied in many ways: the ways that people act, move, speak and dress.
- Masculinity is also expressed through the images, symbols and stories that surround us in our culture (TV, radio, advertising, the internet, movies, etc.) as well as through the gender norms we are taught at homes, in schools and in religious institutions.
- Mothers, sisters and wives or girlfriends often also teach their sons, brothers, husbands and boyfriends how to ‘be a man’.
- Masculinities that promote toughness, strength, sexual prowess and heterosexuality are very common – to the point of even seeming natural – but these are culturally-constructed and can be very harmful to men, women, boys and girls. For example, in East and Southeast Asia, many young men are pressured by friends into risky behaviour such as drinking a lot of alcohol, smoking, driving fast or having unprotected sex, in order to be seen as a ‘real man’. Many boys are taught to use violence to solve problems. Sometimes men commit suicide due to a long period of unemployment and social pressure to be family breadwinners.
- As there are many different ways to ‘be a man’, there are many different masculinities. Similarly, there are many different femininities.
DAY 3
Violence against women

Overall aim for the day
The aim is to give participants an understanding of the prevalence, nature, factors associated with and consequences of violence against women.

Sample agenda*

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:10am</td>
<td>Recap from Day 2</td>
</tr>
<tr>
<td>9:10-9:20</td>
<td>Warm up – Silent line ups</td>
</tr>
<tr>
<td>9:20-9:30</td>
<td>Presentation: Defining violence against women</td>
</tr>
<tr>
<td>9:30-10:30</td>
<td>Activity 3.1 – What is violence against women?</td>
</tr>
<tr>
<td>10:30-10:45</td>
<td>Tea break</td>
</tr>
<tr>
<td>10:45-10:50</td>
<td>Presentation: Prevalence of violence against women</td>
</tr>
<tr>
<td>10:50-11:20</td>
<td>Activity 3.2 – Myths and truths about violence</td>
</tr>
<tr>
<td>11:20-11:25</td>
<td>Presentation: Patterns for violence against women</td>
</tr>
<tr>
<td>11:25-12:25</td>
<td>Activity 3.3 – Sexual violence: four stories – is it violence or not?</td>
</tr>
<tr>
<td>12:25-1:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>Activity 3.4 – The causes of violence against women</td>
</tr>
<tr>
<td>3:00-3:10</td>
<td>Tea break</td>
</tr>
<tr>
<td>3:10-3:55</td>
<td>Activity 3.5 – Consequences of violence against women</td>
</tr>
<tr>
<td>3:55-4:55</td>
<td>Activity 3.6 – Seeing violence from different perspectives</td>
</tr>
<tr>
<td>4:55-5:10</td>
<td>Wrap up activity – Mother and child</td>
</tr>
</tbody>
</table>

*As there is a lot to cover in this session, we recommend starting the day early.*
RECAP FROM DAY TWO

Warm up: Silent line ups
Standing with sufficient space to move around, participants can be given a task to complete, for example, line up according to height, according to birthdays, according to age, etc. The tricky part is the participants are not allowed to speak to each other. Writing is also not allowed. The participants have to communicate the necessary information to each other non-verbally. The facilitator may also put a time limit on the exercise to add an additional challenge.

DEFINING VIOLENCE AGAINST WOMEN

Present PowerPoint slide 24 and read out the definition of violence against women.

Explain that:

Violence against women
The UN defines violence against women as “any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.”

Gender-based violence
While the UN multi-country study predominantly focused on men’s use of intimate partner violence against women and rape of women who are not partners, given that these are the most common forms of gender-based violence (Garcia-Moreno et al., 2005), the study also explored men’s own experiences of violence including sexual violence and homophobic bullying and men’s perpetration of sexual violence against other men. This enabled the examination of associations between men’s own experiences of some specific types of violence and men’s use of violence against women.

For the purposes of the study, therefore, a working definition of gender-based violence was used as an umbrella concept that describes any form of violence used to establish, enforce or perpetuate gender inequalities and keep in place unequal gender-power relations. In other words, gender-based violence is violence that is used as a policing mechanism of gender norms and relations and is intended to result in the subordination of women. This concept of gender-based violence is useful for this study as it allows for the exploration of links among the various forms of violence and of how violence relates to larger systems of social inequality.

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Activity 3.1: What is violence against women?¹⁵

**Aim:** To enable participants to identify and to talk about different types of abuse.

**Recommended time:** 1 hour

**Materials needed:** Flip chart or white board and markers.

**Corresponding PowerPoint slide(s):** 25—26

**Instructions:**

**Step one** – Explain that we are going to think about abuse in relationships, which we have all seen in our families and neighbourhoods. Ask the whole group to think about all the different forms of abuse in relationships. Encourage the group to suggest non-physical and physical forms and make sure that at least one example of each of the categories of abuse listed below has been suggested. Record these on a flip chart. Ask the group: “Are all these acts of violence the same?” “What kinds of differences are there between them?” “Are all of these acts equally serious?” “Which acts do you think are the most serious?”

**Step two:** Divide participants into teams of four to six people. Each group should decide on a realistic scenario of violence against women that they will present in two different role plays. Within the team they should then divide into two smaller groups of two to three people. One pair or group of three should come up with a short skit of the scenario of violence against women. The other group should come up with an alternate skit where, in the same scenario or context as the first group, violence is avoided or dealt with in a healthy way. Give teams about 15 minutes to prepare.


‘Gender-based violence’ or ‘violence against women’?

No international consensus exists among those who work in the field of violence prevention on whether to use the terminology ‘gender-based violence’ or ‘violence against women.’ The term ‘violence against women’ highlights that certain types of violence are disproportionately directed against women and can, therefore, be a strategic term for tying violence prevention advocacy work with women’s empowerment and feminist principles. The term ‘gender-based violence’ includes violence against women but also goes beyond this to encompass all types of violence that serve to promote or uphold unequal power relations or oppressive gender orders, regardless of the sex or sexual identity of the person experiencing the violence.

For the purposes of this training, we recommend using ‘violence against women’ as The UN Multi-country Study on Men and Violence in Asia and the Pacific Questionnaire covers many forms of gendered violence (including sexual violence against children, male violence against men and homophobia) beyond violence against women. It may be helpful, however, to explain this distinction and justification to participants.
Step three: Each team should present both role plays to the whole group, starting with the skit where violence occurs. After each pair of role plays has finished ask the characters to stay in role for a few minutes whilst you invite the rest of the group to ask the characters questions. The characters should answer these in role. The sorts of questions which they might ask are:

- How does she feel when he does this? What does she fear?
- Why does he do this? How does he feel?
- Is there anyone else present? Who? How do they feel?
- What are some characteristics of a violent relationship?
- What characteristics make a relationship healthy? What is necessary to achieve a relationship based on respect?
- Were the examples used in these skits realistic? Do we see these scenarios in our daily lives?

Step four: Remember the importance of de-rolling. Remind participants that, even though this can evoke strong emotions, this is just acting.

Step five: Present PowerPoint slide #25 (‘Common types of violence against women’) and explain each type of violence. Ask participants to give examples of each type of violence. Refer to The Preferred Terminology document for detailed explanations of each type of violence.

Types of partner violence

**Emotional and psychological abuse may include:** insults “You’re so ugly” or “You’re so useless”; being put down in front of others; forbidding a partner to leave the yard or house, or from seeing family and friends; wanting to know everything a partner does; offering no help with work in the home; preventing a woman partner from speaking with other men; hurting something or someone she loves to punish and scare her; not caring about a partner’s health and well-being; making a partner know you have other partners; making a partner know you don’t love her; yelling, throwing things and threatening violence.

**Financial abuse may include:** refusing to give support to your child; taking a partner’s earnings; not sharing the money in the home fairly; kicking a partner out of the house.

**Physical and sexual violence may include:** slapping, beating, pinching, hair pulling, threatening or attacking with a weapon, locking a partner in a room, or forcing a partner to have sex or do something sexual they do not want to do.

**Other types of (non-partner) violence against women**

- child abuse
- rape
- sexual assault
- femicide
- homophobic bashing
- sexual harassment
Step six: Present PowerPoint slide #26 (‘Typologies of violence against women’) and highlight any examples that participants did not mention. Also highlight with these examples that women, men and children can all experience these types of violence.

Facilitators’ Tip:
Many participants, both male and female, may find it difficult talking about violence against women, particularly if they have personally experienced abuse.

Approach this activity with sensitivity and ask participants NOT to role play a violent situation that they have personally experienced.

PowerPoint Slides #27 and #28: ‘Prevalence of violence against women’
Present slides 27 and 28 and discuss the prevalence of violence against women. Explain that:

- Prevalence of violence perpetration is high in the region;
- However the variation of rates across the countries shows that violence is not inevitable and it is possible to prevent it;
- Most countries have higher rates of physical partner violence than sexual violence, but Cambodia is different and has higher rates of sexual violence;
- Rape is also a serious issue with up to 1 in 5 men reporting that they have committed rape in their lifetime.

Activity 3.2 – Myths and truths about violence
Aim: To challenge beliefs about violence and to identify areas of consensus and disagreement within the group. It may be useful to repeat this exercise towards the end of the workshop to see whether participants have changed their views during the workshop.

Recommended time: 30 minutes

Materials needed: Flip chart or white board and markers

Instructions:

Step one – Place three signs up around the room with the words "I AGREE," "I DISAGREE" and "DON'T KNOW".

Step two - Read out loud the following statements and ask participants to move to the sign that represents their opinion about the statement. Ask a few participants to explain their opinion. The facilitator may ask questions to stimulate discussion, but it is not necessary to provide ‘correct’ answers because they will be discussed in greater depth later on. On a flipchart, the facilitator can write down the number of people agreeing and disagreeing with each statement.

- Men are violent by nature.
- Violence is usually due to alcohol.
- Sometimes violence is a way of showing affection.
- Boys who witness their father’s violence towards their mothers are more likely to be violent when they grow up.
- A woman should put up with violence in order to keep her family together.
- Some women liked to be beaten.
- Violence is never justified.
- Girls who are sexually abused in childhood are more likely to abuse alcohol and drugs when they are older.
Nobody deserves to be beaten. Violence is always the responsibility of the person who uses it.

PowerPoint Slides #29-31: ‘Patterns of violence against women’

Present slides 29-31 and discuss the patterns of violence against women. Emphasise that:

- VAW mostly arises from the unequal power relationships between men and women.
- VAW encompasses a number of violent and abusive acts that are often directed at women by men because they are women.
- The overwhelming burden of intimate partner violence and sexual violence is borne by women and children at the hands of men.
- Gender inequalities provide fertile ground for violence against women to occur, and perpetrated largely by men.
- VAW includes economic, sexual, physical and psychological abuse and these forms of abuse are often linked together.
- The WHO reports that globally, one-third to one-half of all physically abused women also report sexual violence and that almost all physically abused women also experience severe emotional abuse.
- VAW can occur as an isolated act, but it frequently occurs as a pattern of assaultive or coercive behaviours that may include inflicted physical injury, psychological abuse, sexual assault, progressive social isolation, stalking, deprivation, intimidation and threats to the victim.
- Men are overwhelmingly involved in all types of violence. They are the primary perpetrators of violence against women.
- However, not all violence is carried out by men and not all men use violence.
- Men's violence harms themselves at the same time it oppresses women.
- Violence is also used to establish and maintain gender-based hierarchies among men. For example, bullying of effeminate boys at school, hazing of new military recruits, sexual violence in prisons, etc.

Activity 3.3: Sexual violence - four stories; Is it violence or not?

Aim: To discuss what sexual violence is, what conditions foster it and how we can reduce it or prevent it.

Recommended time: 1 hour

Materials needed: Flip chart or white board, pens and tape

Instructions:

Step one - Before starting the activity, write the following phrases, one each on sheets of paper:
- It is sexual violence
- It is not sexual violence
- I don’t know.

Step two - Explain to the participants that you are going to read a series of cases and you want them to think about whether the situation described represents sexual violence or not. Tell them if they do not know or are not sure, they can say so.

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Step three - Stick the three ‘posters’ on the wall, leaving space between them. Explain that you are going to read a case and are going to ask the participants to decide which poster, in their view, fits. “It is sexual violence”, “It is not sexual violence” and “I am in doubt (or I don’t know)”. 

Step four - Explain that once they have made a decision, you will ask one or more members of the group of each category to defend their point of view.

Step five - Before starting the activity, consider what is most appropriate and, of course, include and invent others. Read out one of the four stories below:17

Step six - Allow each group 5–7 minutes to discuss each case.

Step seven - After presenting the number of cases that you think fit, discuss in groups according to the three categories of opinion. The facilitator can make use of the legislation on sexual abuse or sexual violence in his/her country.

Discuss the following questions:
- Are these situations realistic?
- What is sexual violence?
- What is gender-based violence?
- Is all sexual violence a crime?
- What can we do to prevent sexual violence?
- Who is more subject to sexual violence, men or women? Why?
- Can a man also experience sexual violence?
- What do you think are the consequences of having suffered sexual violence?

Step eight - Closing

17 The stories should be made country specific.
After commenting on the discussion questions, wrap up the discussion by emphasizing that sexual violence can take on many forms, ranging from harassment and unwanted touching to rape. Also highlight that sexual violence can occur between strangers, intimate partners, family members, friends, teachers and students, or work colleagues and that it is still illegal in most countries if it occurs within the home (for example, rape within marriage). All people, regardless of their gender, can experience sexual violence but it is predominantly directed against women and children.

**Activity 3.4: The causes of violence against women**

**Aim:** To identify the issues, at both an individual as well as societal level, which perpetuate violence against women and to examine the consequences of violence for individuals, families and communities.

**Recommended time:** 1 hour and 30 minutes

**Materials needed:** Whiteboard or large sheet of paper and markers

**Corresponding PowerPoint slides:** #32 ‘Ecological framework’ and #33 ‘Causes of violence against women’

**Instructions:**

**Step one** - Place a circle or square at the centre of a blackboard or large sheet of paper, with the words “violence against women” in the middle. Ask participants to brainstorm possible causes of violence. These can be immediate causes (for example “alcohol” or “economic problems” or larger problems, such as “cultural attitudes”, “machismo”, “unemployment”, “educational system”, etc. Either write the answers on the board or ask each participant to write the causes on cards and place them on the board with tape. All the problems considered as “causes of violence” should be placed on one side of the centre circle, either above or to the side.

**Step two** - For each problem identified, ask the group if it is related (either as a cause or a result) to any other problem already listed. If so, draw an arrow between the two boxes, indicating the direction(s) of the relationship.

**Step three** - After completing this side of the web, ask the group to name important effects or consequences of violence. These can be any kind of problem – health, economic or social – resulting from violence. It is a good idea to discuss the effects on individual women first and then on families, communities and society as a whole next. Again, for each problem, ask the groups to examine possible relationships between different problems and to draw arrows between these issues, indicating the direction(s) of the relationship.

**Step four** - Present slide #32 on the ecological framework of violence and ask participants how their responses fit into this model, which is used to understand violence.

**Step five** - Present slide #33 on the causes of violence against women and highlight that violence against women can be aggravated, but NOT caused, by many things including:

- illness
- heredity
- alcohol and drugs
- lack of self-control
- economic problems
- anger/stress
- the victim’s behaviour or problems in the relationship.
Activity 3.5: Consequences of violence against women

**Aim:** To understand the consequences of violence against women on the individual, on the family and on the community.

**Recommended time:** 45 minutes

**Materials needed:** Whiteboard or large sheet of paper and markers

**Corresponding PowerPoint slides:** #34 and #35

**Instructions:**

**Step one** - Present slide #34 'John and Anna: a story about violence' and ask everyone to read it.

**Step two** - Divide the participants into four groups.

Ask group 1 to suggest some consequences of violence against women for Anna. Ask questions that help participants think about how violence affects Anna:

- What are the short-term consequences for Anna living in this kind of relationship?
- What are the long-term consequences for Anna?
- How did it make Anna feel about herself?
- How did it make her feel about John and their relationship?
- How did it make Anna feel about her relationships with other people around her (i.e., friends and neighbours)?

Ask group 2 to discuss the consequences of violence on John. They should think about:

- What are the short-term consequences for John living in this kind of relationship?
- What are the negative consequences for John?
- How does it make him feel about himself?
- How does it make him feel about Anna?
- How does it affect their relationship?
- How does it affect his relationship with his children?
- How does it make him feel about his relationships with other people?

Ask group 3 to discuss how the children feel as a result of the violence against Anna.

- 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?

Ask the fourth group to think about the consequences of violence against women for the community. Ask open-ended questions, such as:

- How does the violence experienced by Anna affect the community?
- What kind of relationship did Anna have with her neighbours?
- What did it mean for the contribution and participation of Anna and her children in community life?
- What impact did it have on community resources such as, health services, social welfare services or the police?
- What did Anna’s lack of access to her money mean for her business?

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Step three - Ask each group to record their ideas on a large sheet of paper and present them to the whole workshop. While they are presenting, take a note on the flipchart of the points that emerge from the discussion.

Step four - Present slide #35 on the consequences of violence against women and summarize that:

- Consequences are serious and a widespread problem worldwide
- They profoundly damage the physical, sexual, reproductive, emotional, mental, and social well-being of individuals and families
- GBV is known to have harmful effects on the physical, mental or sexual health of the victims and sometimes on all these aspects of the victim’s life
- The degree of harm to the victim may range from mild to severe
- Adverse health effects to the victims, mostly women, described in the literature include physical injuries, gynaecological disorders, negative pregnancy outcome, sexually transmitted infections
- Mental health problems like post-traumatic stress disorder, severe emotional distress being suicidal have been reported in studies
- The UN Secretary General’s report notes that “women who are targeted for violence are less likely to be employed, tend to be employed in low status jobs and are unlikely to be promoted.”19 For example in Vietnam women experiencing violence earn 35 percent less than those who have not experienced violence.20
- The fear of men’s violence often limits women’s freedom by restricting the times and places where they may feel safe to go; the risk of such violence may increase when women enter public life, thus reducing their political voice.

Activity 3.6: Seeing violence from different perspectives21
Aim: To test and further develop participants’ understanding of the complexities of violence against women.

Recommended time: 1 hour

Materials needed: None

Instructions:
Step one - Divide the participants into two groups. Ask each group to create a role play that shows a situation where a person is experiencing violence from her/his intimate partner.22 Ask participants to create the story using their own experiences or what they have seen in their own community.

Step two - Ask the first group to create a role play from the perspective of the person experiencing violence, addressing the following types of questions:
- What is her history?
- What do her parents say about the abuse?
- What did people say to her when she was experiencing violence?
- How does she cope with the abuse?

20 UN Women, Final report on estimating the costs of domestic violence against women in Vietnam, Forthcoming.
22 Most groups are likely to choose role plays depicting male violence against women but scenarios of violence in same-sex relationships are also possible. In these cases, adjust the pronouns in this exercise accordingly.
Step three - Ask the other group to create a role play from the perspective of the person perpetrating the violence, addressing the following types of questions: What was his history?
- What did people say to him when he was being violent?
- How did he treat other people?
- How did he feel when he was being violent?

It is important to emphasize the difference in perspectives from which the two groups are approaching the role plays. Ask each group to truly imagine the perspective they are trying to portray. For example, the group roleplaying the perspective of the person perpetrating violence has to imagine what is going on inside the man they are portraying, not what they think he should do.

Encourage both groups to think of real people they know or have seen experiencing violence. Give the groups time to discuss, create and practice their role play before coming back into the main group.

Step four - Ask the first group, portraying the perspective of the person experiencing violence, to act out their role play. Ask the audience to identify factors that made the person vulnerable to violence from her partner. The participants may suggest the following:
- Her community said nothing.
- Her parents told her it was to be expected.
- She was dependent on her partner for money.

Emphasize that, ultimately, the woman was vulnerable because the community assigned a low status to her and her worth as a human being. Emphasize also that the woman is not responsible for the violence committed against her.

Step five - Ask the second group, portraying the perspective of the person being violent, to act out their role play. Ask the audience to identify factors that contributed to the person being violent. The participants may suggest that:
- He felt entitled to do whatever he wanted to her.
- He wanted to assert his authority where he could (i.e., over her).
- He was angry and took it out on his wife.
- Nobody stopped him.
- He was drunk.

Explain that all of these ideas stem from the fact that he wanted to feel powerful and was attempting to feel this at the expense of someone he saw as less powerful than him. Emphasize that despite other factors that may be contributing to the man’s frustration, ultimately he is responsible for his behaviour. Emphasize that men, like women, choose how to respond in different situations and that, no matter what, a violent response is never acceptable. No one can ‘make’ another person be violent.

Step six - Summarize the work by explaining the following:
- Intimate partner violence occurs because men feel entitlement over women and because the community does not value women equally to men. Men are socialized to feel

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23 To discuss role plays that chose to address violence among same-sex intimate partners, you may want to prepare a more detailed discussion about patriarchy, internalized homophobia and power. See http://www.anothercloset.com.au/ and http://www.brokenrainbow.org.uk/research.php for more information.
entitled to have control over women and many feel justified in demonstrating their power over women through violence.

- The difference in status between women and men is one of the root causes of intimate partner violence.
- Poverty, alcohol, unemployment (and other such factors) may be the context of violence, but the difference in status between women and men is a root cause of intimate partner violence.

Ensure that all participants understand these concepts. Explain that the work of preventing violence against women is to influence the nature of relationships between women and men by working to elevate women's status in the family and the community and by changing the perception that men's violence toward women is acceptable. The aim is to create equality between women and men, not to have one sex dominate.

Wrap-up activity: Mother and child

Aim: To end the day on a lighter note and to build trust and teamwork.

Recommended time: 15 minutes

Materials needed: Space in the room to do this activity

Instructions:
Divide participants into two groups and send them to opposite ends of the room. Ask each group to stand in a line facing the other. Place a variety of ‘barriers’ (i.e., chairs, books, bags, etc.) in the space between them. Pair each participant with the person standing directly across from them on the other side of the room. Ask each person in one group to take turns making a sound for her/his partner. Each person should have a different sound. Once all the partners know their sound, explain that their task will be to close their eyes and cross the room using the sound of their partner as a guide. When all participants are ready, one group closes their eyes and the other begins making the guiding sounds. When all participants have reached the other side safely, have participants change roles and repeat the process.

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Tips on role-plays
For exercises where role-play is suggested, participants should be encouraged to think of a situation of their choice, relevant to the particular exercise. What they say to each other should be agreed only roughly beforehand - it needs no written script. What is important is the spontaneity of the performance and the clarity for everyone of what is being communicated between the actors. Body language can often be as important as words in these scenes.

A role-play only needs to last a maximum of 4 minutes. The shorter and more simple the role-play, the more effective it is in presenting a situation clearly. Longer role-plays start to ramble and the audience quickly gets lost.

Other participants who are looking on ask questions after the presentation. Alternatively, you can just bring everyone back to a group circle for discussion. The discussions which follow a role play are the most important part of the learning process. This is when the analysis of what has been heard and/or seen takes place. On-lookers should be encouraged to ask “why”, “who”, “what”, “when”, “how” and “where” as much as possible, to explore the reasoning behind what happened in the situation.

Next, you will often realize that exercises suggest that your actors do another role-play after the discussion. In the second presentation, you will be asking them to show how the situation could have turned out differently. This second presentation must also be followed by a discussion, so that everyone has a chance to talk about and think through what has changed.

In every group of fieldworkers there are usually a few people who lack confidence early on in the workshop. Make sure that these participants are given a lot of encouragement to involve themselves throughout and do not just watch quietly from the sidelines.
DAY 4

Overview of the study
Employment expectations
Field procedures
Selection of respondent
Interviewing techniques

Overall aim for the day
To explain the technical and logistical aspects of the study

Sample agenda for the day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
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<tbody>
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<td>Recap from Day 3</td>
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<tr>
<td>9:15-9:30</td>
<td>Warm-up – Muddled messages</td>
</tr>
<tr>
<td>9:30-10:00</td>
<td>Overview of the study</td>
</tr>
<tr>
<td>10:00-10:50</td>
<td>Employment expectations</td>
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<td>10:50-11:00</td>
<td><em>Tea break</em></td>
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<td>11:00-11:15</td>
<td>Sampling</td>
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<tr>
<td>11:15-11:45</td>
<td>Household selection and numbering</td>
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<tr>
<td>11:45-12:30</td>
<td>Approaching a household and selecting a respondent</td>
</tr>
<tr>
<td>12:30-1:30pm</td>
<td><em>Lunch</em></td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>Activity 4.1 – Practice filling in forms</td>
</tr>
<tr>
<td>3:00-3:10</td>
<td><em>Tea break</em></td>
</tr>
<tr>
<td>3:10-4:40</td>
<td>Activity 4.2 – Role-play approaching households</td>
</tr>
<tr>
<td>4:40-5:40</td>
<td>Conducting an interview</td>
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</tbody>
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RECAP FROM DAY 3

Warm-up activity: Muddled messages

Aim: To energise the group and make them laugh. Also to illustrate the importance of clear communication.

Recommended time: 10 minutes

Materials needed: None

Instructions:

Step one - All participants should sit in a circle. Think of a phrase to whisper beforehand, such as “many people round here like eating bananas,” or “the sun at this time of year is very hot” or whatever.

Step two - Whisper this quietly to your neighbour and ask them to whisper it quietly to the next person.

Step three - This should be repeated until the phrase has been whispered around the whole circle. Each person should only whisper on what they heard and they are not allowed to ask for the phrase to be repeated.

Step four - Finally, when the phrase has been whispered all around the circle, your neighbour on your other side should have received it. Ask them to say out loud what s/he heard.

Step five - Then announce to the group what you originally said. The message normally changes quite a lot as it goes round the circle.

Step six - If there is time, you could ask someone else to start off another phrase. You can point out how easy it is for messages to be misunderstood.

Overview of the study

Employment expectations

Go through Section 3 of the Quantitative Male Interviewers’ Training Manual on duties and responsibilities.

Tip

Fieldworkers should be paid per day, rather than per completed interview, to avoid them rushing or faking interviews. During the training workshop, fieldworkers should be paid at the end of the day or at the end of the training to avoid fieldworkers from leaving before the end of the day’s lessons.

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Sampling
Corresponding PowerPoint slides: #36 to 39 on sampling.

Begin by explaining the principle of sampling, in that a sample allows the possibility for all adults to be interviewed without actually having to interview them all. Random sampling means that everyone eligible has an equal chance of being selected for interview.

Briefly explain the multi-stage sampling for the study and how clusters were randomly selected.

Household selection and numbering
Corresponding PowerPoint slides: #40 and #41 on households
Go through Section 4.2 and 4.3 of the Quantitative Male Interviewers’ Training Manual with the whole group.

Before going through the method of household selection, ensure that all participants have a clear understanding of what a household is. Explain that, for the purposes of this study, a household is people who:
- Usually eat and live together;
- Or are visitors who have been staying in the house for at least four weeks;
- Or are domestic workers who sleep in the house five nights a week.

Also explain that, to maintain confidentiality, households are identified by a unique ID number, not by names or addresses.

Approaching a household and selecting a respondent
Corresponding PowerPoint slides: #42 to 46 on selecting and approaching households.
Go through Section 4.4 of the Quantitative Male Interviewers’ Training Manual with the whole group.

Include walking through how to fill in the Household Identification Form and the Respondent Selection Form (note that interviewers often struggle with the Household Identification Form and Respondent Selection Form so you should allot more time than expected for this). Also show participants the Informed Consent Form and Information Leaflet for Respondents.

Note on no replacement:

Emphasize to interviewers that replacement of any household that they have been assigned or any respondent that they have selected is not permitted, as this will jeopardize the reliability of the data.

Explain that supervisors will be monitoring their work to ensure that replacements are not made.
Activity 4.1: Practice filling in forms

**Aim:** To give participants a chance to practice how to fill in the *Household Selection Form* and the *Respondent Selection Form*.

**Recommended time:** 1 hour and 30 minutes

**Materials needed:** One *Interviewer Training Manual* per person and pencils.

**Instructions:**

**Step one** - Ask participants to sit in pairs with their *Interviewer Training Manual* opened to the page with a sample *Household Selection Form* and *Respondent Selection Form*.

**Step two** - Write on the board a practice cluster number for them to use for the purposes of the exercise and give them parameters for the other numbers they will need to use on the form (i.e. If your study will have two-digit household numbers, then they should use only two digits for the household numbers on the forms for this exercise).

**Step three** - Ask participants to take turns in their pairs practicing filling out the forms. One participant should play the role of a member of the household while the other plays the role of the interviewer. Once one participant has had a chance to fill in both forms, they should swap roles. Encourage them to raise their hands to ask questions if they require guidance.

**Step four** - Facilitators should walk around to field questions as requested and to check that participants are on the right track, keeping in mind that some participants may be less confident about asking for help.

**Step five** - After about an hour, bring the group back together and ask participants to list the most challenging/confusing aspects of the forms. Add to the list any things that you witnessed participants struggling with while you were observing them. With the whole group run through how to fill in both forms once more, spending more time on the issues raised. Test the group's understanding by asking them how they would differently fill in the forms in different scenarios (i.e. dwelling destroyed, selected man not at home and need to return, rest of interview postponed until next visit, etc.).

Activity 4.2: Role play approaching households

**Aim:** To give participants a chance to practice what they have learned during the training about interview techniques and field procedures. This is also good practice for the fieldworkers to build confidence speaking about sensitive issues in front of others.

**Recommended time:** 1 hour and 30 minutes

**Materials needed:** None

**Instructions:**

**Step one** - Ask for three or four volunteers from the participants. Take the volunteers aside and ask them to act out a skit in which an interviewer comes to a man's house and invites him to participate in the study. Many mistakes are committed, including telling the respondent about the study in front of his wife and father, inappropriate dress, chewing gum, no eye contact, no attempt to put him at ease, etc. The respondent gets more and more nervous and finally says that he does not want to participate in the study after all. One participant will act as the respondent; one will be the interviewer; and the other one or two participants will be the respondent's family members.
**Step two** - The volunteers act out the scene in front of the rest of the group. Ask the audience to watch carefully and think about what they have learned.

**Step three** - When the skit is over, ask the participants the following questions:
- What do you think about the way this interviewer approached the household?
- Why do you think that the man didn’t want to participate in the study?
- Do you think that the man may have had problems in his home after the interviewer left? Why?
- What could the interviewer have done to make the man more comfortable?
- What other suggestions would you give to this interviewer to improve his techniques?

**Step four** - A list is made on the board of the suggestions of the participants.

**Step five** - Divide the group into pairs, and ask one person in each pair to play the part of the respondent and the other to play the interviewer. A few pairs of participants come before the group and practice introducing themselves to respondents and explaining the purpose of the study. Encourage them to try to practice several different possible situations. In some of the cases, ask others to play the role of family members who want to be present and have participants practice obtaining privacy for the interviews.

**Conducting an interview**
Go through Section 5 of the *Quantitative Male Interviewers’ Training Manual* with the whole group.

**Corresponding PowerPoint slides: #47 to 50** on conducting an interview.

Explain the processes (illustrated below) for: a) conducting a whole interview; and b) for returning to a household at another time if the selected respondent is unavailable. Use this opportunity to remind interviewers once again that there is no replacement of assigned households or selected respondents.
Figure 1: Process when respondent is available

- Approach HH
  - Randomly select man & record on Respondent Selection Form
  - Respondent is unavailable
    - Record 1st visit on HH ID Form
    - Make appointment to return
    - Return when respondent is available
  - Conduct interview
  - Get informed consent
  - Conclude interview
- Conduct interview
- Complete HH ID Form
- Fill in top of HH ID Form
- Continue to next HH

Figure 2: Process when respondent is not available

- Approach HH
  - Randomly select man & record on Respondent Selection Form
    - Respondent is unavailable
      - Record 1st visit on HH ID Form
      - Make appointment to return
      - Return when respondent is available
  - Conduct interview
  - Get informed consent
  - Conclude interview
- Conduct interview
- Complete HH ID Form
- Fill in top of HH ID Form
- Continue to next HH
DAYS 5 - 9
Questionnaire

Overall aim for the days
To familiarise participants with the full questionnaire, ensuring their understanding of each question and the skip patterns

Sample agenda for the days

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<th>Activity</th>
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<td>Recap from previous day</td>
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<td>9:15-11:00</td>
<td>Questionnaire training</td>
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<td>11:00-11:10</td>
<td>Energizer activity</td>
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<tr>
<td>11:10-12:30</td>
<td>Questionnaire training</td>
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<tr>
<td>12:30-1:30pm</td>
<td>Lunch</td>
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<tr>
<td>1:30-3:00</td>
<td>Questionnaire training</td>
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<tr>
<td>3:00-3:10</td>
<td>Tea break</td>
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<tr>
<td>3:10-4:10</td>
<td>Questionnaire training</td>
</tr>
<tr>
<td>4:10-5:40</td>
<td>Activity 5.1 – Practice interviews</td>
</tr>
</tbody>
</table>
RECAP FROM DAY 3

Questionnaire training
Go through Section 8 of the Quantitative Male Interviewers’ Training Manual with the whole group.

Tip
Going through each question in the questionnaire and clearly explaining what information you are trying to capture is crucial to a successful study but it can also be quite tedious.

Try to keep fieldworkers engaged during this section of the training by asking them to take turns reading out the questions. Also ask fieldworkers to alert you about any translation, phrasing or grammatical errors that they find while going through the questionnaire. It is a good idea to take regular breaks with re-energizing activities.

Energizer Activity
This is a quick energizer game when participants need some movement and energy. The participants stand, and a leader calls out the letters in the word banana for the participants to form with their bodies. The leader will say ‘Give me a B,’ and each participant tries to form a B with her/his body. This continues for each letter. Alternatively, you can ask the whole group to form a collective B – participants will have to move around and arrange themselves in the shape of B A N A N A!

Activity 5.1 – Practice interviews
Aim: To give participants a chance to practice conducting an interview. This is also good practice for the fieldworkers to build confidence speaking about sensitive issues in front of others.

Recommended time: 1 hour and 30 minutes

Materials needed: One paper questionnaire per pair

Instructions:
Step one - Divide the group into pairs, and ask one person in each pair to play the part of the respondent and the other to play the interviewer. They do not need to go through the whole questionnaire at this point in time (as they will be asked to do more practice interviews later in the training) but they should reach about half way through the questionnaire.

Step two - During the interview, the person playing the respondent should pay attention to how the interviewer is performing against the interview techniques learned previously in the workshop. The ‘respondent’ can also test the interviewer’s familiarity with the questionnaire by asking for clarification on some questions. The interviewer’s response should be in line with the explanations of the questions in the Interviewers’ Manual.

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27 It is also possible to do this activity in groups of 3, where one person plays the interviewer, one plays the respondent and one person is silently observing and taking notes on the interviewer’s performance.
Step three - The facilitators should walk around the room while pairs are practising to give advice and answer questions.

Step four - When one interviewer has reached about half-way through the questionnaire they can stop and the ‘respondent’ should provide them with constructive feedback on their performance as an interviewer.

Step five - They should then swap roles.

Step six - When both people in each pair have had a chance to practice an interview, call the group back together and ask them how they felt about conducting the practice interviews and what the common problems were with interviewers’ techniques. As a group talk through how to address these issues.
DAY 10
Ethics and safety
Vicarious trauma
Quality control

Overall aim for the day:
To heighten participants’ sensitivity to ethical issues in the project and to build their capacity to handle issues that may arise.

Sample agenda for the day

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<td>9:15-9:30</td>
<td>Warm up: Everyone who is...</td>
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<td>9:30-11:00</td>
<td>Ethical issues presentation</td>
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<td>11:00-11:10</td>
<td>Tea break</td>
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<tr>
<td>11:10-12:30</td>
<td>Activity 10.1 – Presentation by local women’s group</td>
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<tr>
<td>12:30-1:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-2:30</td>
<td>Activity 10.2 – Role play handling ethical issues in the field</td>
</tr>
<tr>
<td>2:30-3:00</td>
<td>Vicarious trauma presentation</td>
</tr>
<tr>
<td>3:00-3:30</td>
<td>Quality control procedure</td>
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<tr>
<td>3:30-3:40</td>
<td>Wrap-up activity – Human knot</td>
</tr>
</tbody>
</table>
RECAP FROM PREVIOUS DAY

Warm-up activity: Everyone who is... 28
Participants sit in a circle with enough space in the middle for people to move around comfortably. Have one less chair than the number of participants. One person stands in the middle and says: “Everyone who _____” (e.g., is wearing red shoes, likes to dance, has a sister, is a woman, believes in women’s rights, etc.). All the participants to whom the statement relates must leave their seat and find a new one. They may not stay seated or return to the same seat. One person will be left standing and that person will call out again “Everyone who _____. And the game continues.

Ethical issues presentation
Go through Section 6 of the Quantitative Male Interviewers’ Training Manual with the whole group. Also give each workshop participant a copy of the Ethical and Safety Guidelines for Research on Violence against Women. The corresponding PowerPoint slides provide additional information and pose questions to encourage discussion on why each of these ethical guidelines might be important in the context of this study.

Corresponding PowerPoint slides: Begin by presenting PowerPoint slides #51 to 54 on the basic ethical principles of the research project.

Informed consent and confidentiality
Corresponding PowerPoint slide: #55 on voluntary informed consent and #56 on confidentiality

When discussing informed consent, ensure that interviewers learn to provide information to respondents about:
- Their choice to participate in research without being forced and without fear of adverse consequences;
- Their choice to answer questions (and not answer others) 29;
- Their choice to end an interview early if desired.

Additionally, interviewers should remember to explain to respondents that:
- All of their responses will be kept completely secret;
- No one will ever know that it is him who gave us the information;
- That his questionnaire will be put together with questionnaires from over 1000 other men and so it will be impossible to trace anything back to him;
- That we will destroy their contact details after the interview;

If using PDAs, interviewers should also assure respondents that no one can see the information that they have put into the PDA.

Physical safety
Corresponding PowerPoint slide: #57 on physical safety

When discussing physical safety, make sure that participants consider the physical safety of the respondents and their families as well as the safety of themselves and their team. Points to highlight, if they are not raised in discussion by participants:

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29 Whether on PDA or on paper, respondents will be able to skip questions that they do not want to answer.
Respondents’ physical safety:

- Only refer to the study as a study on [SAFE NAME].
- Never give the questionnaire to anyone to look at, even before the questions are asked. Not the driver, not the local leader, not the police, not the household head, not the wife/partner, not the mother-in-law and not even the respondent.
- Follow the respondent’s advice about when and where he wants to be interviewed. Do not pressure a respondent into starting or continuing with an interview when they do not want to – even if the respondent wants to arrange the interview to another time that is not convenient for the study schedule.
- Only conduct an interview if they can do so in private. Only children younger than 2 years can be present.
- Do not continue with an interview if it is interrupted – the interviews must be conducted in privacy and the interviewer needs to obtain that privacy. If privacy is not obtainable at that time, the interviewer must arrange another time, and possibly another place, with the respondent to conduct the interview.
- Do not disclose anything that they have been told during an interview to others in the community, or with your friends or family.
- Do not interview in your own communities or people whom you know.
- Do not talk with journalists about the survey.
- Alert your supervisor if an ethical incident arises.

Own physical safety and that of team:

- Never travel alone to conduct interviews at night – go with at least one other teammate.
- Be respectful and non-aggressive in respondents’ homes and in the communities where you are working.
- Maintain regular contact with your supervisor so that he/she knows where you are at all times.
- Ask your supervisor to assign a teammate to accompany you in an interview if you are concerned about a particular household.
- Know that you can terminate an interview if you feel threatened or at risk.
- Alert your supervisor if an ethical incident arises.

Handling interruptions

**Corresponding PowerPoint slide: #58** on handling interruptions

Managing emotional responses to research questions

**Corresponding PowerPoint slide: #59** on responding to men who become distressed

While discussing how to respond to men who become distressed while answering the survey questions, make sure to highlight the following points:

- Pay attention and try recognize when the participant is getting distressed and propose a break.
- If the respondent has a very strong emotional response, propose stopping interview.
- Be ready to provide emotional ‘first aid’ but do not get emotionally involved. You should be sensitive but your role is not that of a counselor – you should provide the respondent with information about referral services at the interview.
- Remember that data is not more important than a respondent’s health and wellbeing.
Activity 10.1: Presentation by a local women’s group

The purpose of this presentation is for participants to learn about services available to people living with violence in the area in which the study will be performed and the problems that people have in seeking help for violence. Although women may make up the main group requiring access to services in your study area, services available to children and to men experiencing violence should also be discussed.

Activity 10.2: Role-play handling ethical issues in the field

**Aim:** To give participants a chance to practice how to handle ethical issues in the field.

**Recommended time:** 1 hour

**Materials needed:** None

**Instructions:**

**Step one** - Ask for volunteers from the participants. Take the volunteers aside and ask them to act out a skit of a potential ethical issue in the field. Possible ethical issues for groups to perform could include:

- interruption of the interview by a pushy or aggressive family member
- respondent becoming emotionally distressed during the interview
- a respondent is anxious about the confidentiality of his information
- a respondent inviting other family members to sit in on the interview and/or help him answer the questions

Different groups should act out different scenarios. One participant will act as the respondent; one will be the interviewer; and the other one or two participants will be the respondent’s family members or the supervisor (if relevant).

**Step two** - The volunteers act out the scene in front of the rest of the group. Ask the audience to watch carefully and think about what they have learned.

**Step three** - When the skit is over, ask the participants the following questions:
What do you think was good about the way this interviewer handled this situation?
What else could the interviewer have done to resolve the situation?

**Step four** - The actors should re-perform the scenario, taking on board the suggestions of the audience.

Vicarious trauma presentation

Go through Section 9 of the *Quantitative Interviewers’ Training Manual* with the whole group.

**Corresponding PowerPoint slides:** #60 to 63 on vicarious trauma

Quality-control procedures

Briefly explain that supervisors will be conducting various quality-control procedures during the fieldwork. Refer to Section 10 of the *Quantitative Supervisors’ Manual* if necessary but do not go through this in detail with the interviewers.

**Corresponding PowerPoint slides:** #64 on quality-control procedures

The quality-control procedures include:
• **Interviewer Progress Sheet**: Supervisors will keep a sheet on each interviewer, monitoring their progress and workload in each cluster.

• **Quality-control interviews**: In each cluster, supervisors will revisit a number of households where fieldworkers have completed interviews and will conduct a short interview with the respondent to check the interviewer’s performance.

• **Feedback on quality-control interviews**: After conducting quality-control interviews, supervisors will give one-on-one feedback to interviewers.

• **Team debriefs**: Supervisors will coordinate daily debriefs for the whole team to discuss the successes, challenges and feelings of the day.

**Wrap-up activity – Human knot**

**Aim**: To end the day on a lighter note and to build trust and teamwork.

**Recommended time**: 10 minutes

**Materials needed**: None

**Instructions:**
You will need between 10 and 15 participants. Stand in a circle facing each other. Each person then takes the hand of someone standing across from her/him in the circle. Do this with both hands making sure that no one is holding hands with a person right next to them or holding both hands of one person. Now, without letting go of hands, the participants must untangle themselves and reform the circle.
DAY 11
[PDA training]

Overall aim for the day:
To teach participants how to conduct the survey using PDA technology

Sample agenda for the day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:30-9:45am</td>
<td>Recap from Day 10</td>
</tr>
<tr>
<td>9:45-10:45</td>
<td>PDA-use presentation</td>
</tr>
<tr>
<td>10:45-11:00</td>
<td>Tea break</td>
</tr>
<tr>
<td>11:00-12:30</td>
<td>PDA-use presentation</td>
</tr>
<tr>
<td>12:30-1:30pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:30-3:00</td>
<td>Activity 11.1 – PDA practice</td>
</tr>
<tr>
<td>3:00-3:10</td>
<td>Tea break</td>
</tr>
<tr>
<td>3:10-4:40</td>
<td>Activity 11.2 – PDA self-administration handover practice</td>
</tr>
<tr>
<td>4:40-5:00</td>
<td>Wrap-up activity: Teach me!</td>
</tr>
</tbody>
</table>
**RECAP FROM PREVIOUS DAY**

**PDA use**

Go through Section 7 of the Quantitative Male Interviewers’ Training Manual with the whole group. Provide participants with the PDA Warnings and Errors Sheet (Appendix B) and the Checklist to explain to respondents before self-administered section on the PDA (Appendix C).

Corresponding PowerPoint slides: #65 to 88 on PDA-use.

**Facilitation Tips**

As you go through Section 7 of the Quantitative Male Interviewers’ Training Manual, accompanied by the relevant PowerPoint slides, it is helpful for each interviewer to be holding a PDA on which they can follow along.

Many of the participants may not be familiar with the i-Pod Touch technology and they may take some time getting used to the PDAs. Explain each step slowly and patiently and make sure that everyone is at the same point before continuing onto the next step.

It is very helpful if you have a co-facilitator who can walk around the room during this session and help participants who are struggling with the PDAs.

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**Activity 11.1 – PDA practice**

**Aim:** To give participants a chance to practice using PDAs to conduct the survey.

**Recommended time:** 1 hour and 30 minutes

**Materials needed:** One PDA per pair

**Instructions:**

**Step one** - Divide the group into pairs, and ask one person in each pair to play the part of the respondent and the other to play the interviewer.

**Step two** - During the interview, the person playing the respondent should pay attention to how the interviewer is performing against what they have learned about starting, pausing and resuming an interview on the PDA. The facilitators should walk around the room while pairs are practising to give advice and answer questions.

**Step three** - When one interviewer has asked a few questions (i.e. around question M108), they should pretend that the interview has to be stopped and continued at another time. They must

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30 This section is only relevant if your research project is using PDAs or similar technology for collecting data. If not, please remove this section from the training guidelines.

31 It is also possible to do this activity in groups of 3, where one person plays the interviewer, one plays the respondent and one person is silently observing and taking notes on the interviewer’s performance.
then practice resuming the survey by entering the pre-survey information in the 'Resume' screen.

**Step four** - After the first interviewer has asked up to around M201 and has successfully practiced pausing and resuming the interview, the 'respondent' should provide them with constructive feedback on their performance in introducing the study, explaining the PDA, and in entering the pre-survey information onto the PDA.

**Step five** - They should then swap roles.

**Step six** - When both people in each pair have had a chance to practice an interview, call the group back together and ask them how they felt about conducting the practice interviews with PDAs and what they struggled with most. Re-train, as necessary, on the points which participants found most challenging. Reassure them that they will have plenty of time to practice on the PDAs and that it is normal that it will take them a few days to get used to it.

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**Tips on PDA practice**

While pairs are practicing interviews with the PDAs, make sure that the partner playing the role of the respondent is not using or playing with his own PDA during that time. As participants are often interested in experimenting with PDAs, at first there can be a tendency to play with all of the features instead of focusing attention on role-playing.

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**Activity 11.2 – PDA self-administration handover practice**

**Aim:** To give participants a chance to practice the procedure of handing over PDAs to respondents at Section 8 of the questionnaire.

**Recommended time:** 30 minutes

**Materials needed:** One PDA and one set of headphones per pair. One *Checklist to explain to respondents before self-administered section on the PDA* (Appendix C) per pair.

**Instructions:**

**Step one** - Set each PDA to question #M712. This will be a different process depending on your PDA programme.

**Step two** - Divide the group into pairs again, with one ‘interviewer’ and one ‘respondent.’ The interviewer should start holding the PDA and the ‘respondent’ should be looking at the checklist, without showing this to the ‘interviewer.’ The person playing the role of the interviewer has to teach the ‘respondent’ all of the points necessary to enable him to continue the survey self-administered. If the ‘interviewer’ omits any points that are on the *Checklist* their partner should remind them.

**Step three** - Swap roles and repeat until both partners are proficient with the handover.

**Wrap-up activity: Teach me!**

---

**Aim:** To wrap up the day's work with a lesson on clear and specific communication, to help interviewers when they are teaching respondents to use PDAs.

**Recommended time:** 15 minutes

**Materials needed:** A shoe with laces (alternatively, it’s also possible to do this exercise with a buttoned or zippered shirt)

**Instructions:** Split group into pairs and ask one to be the ‘instructor’ and one to be the ‘trainee.’ Ask them to place a shoe (ideally with laces) between them. ‘Trainees’ should pretend that they have never seen a before and they don’t know what it is or what to do with it. The ‘instructors’ must carefully instruct the ‘trainees’ on how to put on a shoe. The ‘trainees’ must follow the instructions word for word, without making any actions that they have not been instructed to do. ‘Trainees’ may even pretend that they do not know the words for any parts of the object are (i.e. if you do not know what a ‘shoe’ is, then you would not know what a ‘shoelace’ or a ‘sole’ is).

After pairs have all successfully put on a shoe, discuss with the whole group what they learned from this exercise about communication.
Overall aim for the day:
To train supervisors on their specific roles and to give interviewers more opportunity to practice field procedures

Sample agenda for the day

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:00-9:15am</td>
<td>Recap from Day 11</td>
</tr>
<tr>
<td>9:15-12:15</td>
<td>Supervisor training – supervisors</td>
</tr>
<tr>
<td></td>
<td>Activity 12.1 – Full interview practice – interviewers</td>
</tr>
<tr>
<td>12:15-1:15pm</td>
<td>Lunch</td>
</tr>
<tr>
<td>1:15-4:15</td>
<td>Activity 12.1a – Full interview practice with supervision</td>
</tr>
<tr>
<td>4:15-4:25</td>
<td>Tea break</td>
</tr>
<tr>
<td>4:25-5:00</td>
<td>Discussion of outstanding issues</td>
</tr>
<tr>
<td>5:00-5:30</td>
<td>Planning logistics for pilot</td>
</tr>
</tbody>
</table>

* For this session, supervisors and interviewers should be separated – ideally in different rooms or at least on different sides of the room.
RECAP FROM PREVIOUS DAY

Supervisor Training
Go through the Supervisors’ Manual with only the supervisors. Make sure to go through all of the field paperwork with the supervisors so that they are familiar with how to fill these out:

- Supervisors’ Monitoring Sheet
- Interviewer Progress Sheet
- Supervisors’ Questionnaire
- Household Selection Form – to be completed by interviewers but supervisors need to be familiar with how it should be filled in for monitoring purposes
- Household Identification Form – to be completed by interviewers but supervisors need to be familiar with how it should be filled in for monitoring purposes
- Informed Consent Form – to be completed by interviewers but supervisors need to be familiar with how it should be filled in for monitoring purposes

It is crucial to go through the filling out of each of these forms with the supervisors and to give them time, during the training, to practice using the forms. Have enough PDAs and charging units for each supervisor to follow along on Section 3 of the Supervisors’ Manual.

Corresponding PowerPoint slides: #89 to 92 on supervisors’ roles.

Activity 12.1 – Full interview practice - interviewers
Aim: To give participants a chance to practice conducting the full questionnaire, including following all field procedures.

Recommended time: approx. 1 hour and 30 minutes per full interview (about 3 hours total for each partner to experience a full interview)

Materials needed: One PDA and one set of headphones per pair.

Instructions:
Step one - Divide the group into pairs, and ask one person in each pair to play the part of the respondent and the other to play the interviewer. They should practice doing a full interview each, going through the whole questionnaire from start to finish. They should practice most of what that they have learned during the 2 weeks of training:

- introducing the study
- gaining informed consent
- filling in the Household Selection Form and Respondent Selection Form
- entering the pre-interview information onto the PDAs
- delivering the questions in a mature, consistent and clear way
- maintaining good interview techniques
- pausing and resuming the interview
- handing over to the respondent at Section 8
- finishing the interview and offering the respondent the Referral Services Sheet

Step two - During the interview, the person playing the respondent should pay attention to how the interviewer is performing against all of the above. The ‘respondent’ can also test the interviewer’s familiarity with the questionnaire by asking for clarification on some questions, about the survey in general or about the PDAs. The interviewer’s response should be in line with the explanations of the questions in the Quantitative Interviewers’ Manual.
Step three - The facilitators should walk around the room while pairs are practising to give advice and answer questions.

Step four - When one interviewer has completed the questionnaire they can stop and the ‘respondent’ should provide them with constructive feedback on their performance as an interviewer.

Step four - After a short break, they should then swap roles.

Step six - When both people in each pair have had a chance to practice an interview, call the group back together and ask them how they felt about conducting the practice interviews and what the common problems were with interviewers’ techniques. As a group talk through how to address these issues.

**Activity 12.1a – Full interview practice with supervision**

**Aim:** To give interviewers more opportunity to practice conducting the full questionnaire while also giving supervisors a chance to supervise and ensure that interviewers are following all field procedures.

**Recommended time:** approx. 1 hour and 30 minutes per full interview (about 3 hours total for each partner to experience a full interview)

**Materials needed:** One PDA and one set of headphones per pair.

**Instructions:**

**Step 1:** Ask the group to divide into different pairs than during the morning session. Assign one supervisor to oversee two or three pairs.

**Step 2:** Pairs should repeat steps in Activity 12.1. Supervisors should be available to answer any questions that pairs have during the interviews and supervisors should also take notes to provide constructive feedback after the pairs have completed an interview.

**Discussion of outstanding issues**

Use some time to go over any other issues (whether technical, logistical, conceptual, etc.) that participants have and discuss as a group.

**Planning of logistics for pilot**

As you may need to get teams moving early in the morning the following day for the pilot, it is a good idea to sort out all of the logistical details of the pilot study the day before. For example, ensure that everyone knows:

- when and where to meet for the pilot.
- which team they are in and have the contact numbers of their team mates and supervisor.
- what transportation they will take to get to the pilot site(s).
- Arrangements have been made for lunch or lunch money has been provided to team supervisors.
- what they are responsible for bringing to the pilot (ie. drinking water, pens, paperwork for interviewers, paperwork for supervisors, etc.).
- their own interviewer ID number and, if relevant, has their interviewer ID card.
- when and where to regroup after the pilot.
DAY 15 - 17
Pilot
Debrief

Pilot
A pilot survey of two days should take place in sites that are demographically and culturally similar to the main study sites but which are not the main study sites. The pilot is an opportunity for interviewers to put into practice what they have learned during the training workshop and also to streamline the survey procedures, such as mechanisms for selecting households and procedures for monitoring the survey’s implementation. The pilot also allows you to observe how the different teams of interviewers and supervisors work together. If using PDAs, the pilot survey is also an important test for this technology.

Some tips for the pilot:
- Have all necessary paperwork printed in advance to reduce preparation time in the morning of the pilot.
- Supervisors are responsible for collecting all of the paperwork necessary for their team in the morning.
- Facilitators/team leader and fieldworkers should all arrive early because it is inevitable that there will be delays.
- Organize transportation and lunch arrangements for the pilot in advance.
- Ensure that all fieldworkers, or at least all supervisors, have the telephone numbers of the facilitators in case they need support or advice while in the field.
- Send one facilitator or research coordinator out with each team to observe and advise.
- Remind fieldworkers to make a note of any problems that they face in the field or any mistakes they find in the PDA app (if relevant).

Debrief
Bring all of the interviewers and supervisors back for a debrief straight after the last day of pilot. Facilitate this discussion so that fieldworkers have a chance to discuss all of the challenges, frustrations and successes that they experienced in the pilot. Do your best to make this an informal, open and relaxed environment so that fieldworkers feel comfortable speaking out and raising questions or concerns. Address each concern raised and encourage the group to work together to come up with effective solutions. Be sure to close the debrief with a positive and motivational message.

Possible post-pilot activities
The pilot study frequently brings to the surface tensions, worries and confusions. This may be leadership-related struggles between supervisors and interviewers, they may be misunderstandings of the study protocol, feelings of vicarious trauma, or disillusionment with the study when the pilot is difficult. In addition to team-building exercises, you may wish to try to following:
**Activity 15.1: Roles and responsibilities**

**Aim:** To give participants a chance to reflect on their own roles and to voice what they expect out of each other, in a non-confrontational space.

**Recommended time:** 1 hour

**Materials needed:** Whiteboard and markers. Notebook and pen.

**Instructions:**

**Step one** - Divide fieldworkers into supervisors and interviewers and ask the two groups to sit in different rooms. One facilitator should work with supervisors and one should work with interviewers.

**Step two** - Ask the supervisors group: “What do you think are your roles and responsibilities, as supervisors, in the fieldwork?” After they have discussed for 10 minutes, record their feedback. Then ask them: “What do you expect of the interviewers in your team?” Again, ask them to discuss for 10 minutes and then record their ideas.

At the same time in the other room, interviewers should be asked to respond to the same questions about their own roles and responsibilities and about what they expect of their supervisors.

**Step three** - When all of the responses have been recorded, bring the two groups back together in one room. On a whiteboard or overhead projector, share supervisors’ perceptions of their own responsibilities and compare these with interviewers’ expectations of the supervisors. Highlight the commonalities and differences between what the two groups came up with and discuss until there is consensus. Repeat this with the interviewers’ roles and responsibilities.

**Step four** - Once this has been done for both interviewers and supervisors, and everyone is in agreement, you may wish to type up and print out these roles and responsibilities for all of the fieldworkers to keep.

**Activity 15.2: One-on-one Discussions**

**Aim:** To give participants a chance to talk, in a safe and private space, about any problems or concerns that they have before commencing fieldwork, as some people may not feel comfortable raising these issues in front of the whole group.

**Recommended time:** 10 minutes per participant

**Materials needed:** Pairs of chairs arranged to allow for private conversations.

**Instructions:**

Schedule time to sit one-on-one with each fieldworker to discuss how they are feeling after the workshop and before the fieldwork. Encourage them to ask any questions about topics on which they are still unclear and to raise any concerns or problems that they have. Be a supportive listener and take steps to address their concerns.
REFERENCES


Handout: Sex and gender

**Sex:** identifies the biological differences between men and women. They are generally permanent and universal.

**Gender:** identifies the social relations between men and women. It thus refers not to men or women but the relationship between them and the way this is socially constructed. Gender relations are contextually specific and often change in response to altering economic circumstances.

Some of the situations in which we see gender differences are the following:

**Social:** Different perceptions of women’s and men’s social roles: the man seen as head of the household and chief bread-winner; the woman seen as nurturer and caregiver.

**Political:** Differences in the ways in which women and men assume and share power and authority; women tend to be more involved at the local level in activities linked to their domestic roles.

**Educational:** Differences in educational opportunities and expectations of girls and boys: family resources directed to boys’ rather than girls’ education and girls streamed into less-challenging academic tracks.

**Economic:** Differences in women’s and men’s access to lucrative careers and control of financial and other productive resources: credit, loans and land ownership.

*(from Ellsberg and Heise, 2003)*

**Sexuality:** is the term given to a range of feelings, experiences, practices, meanings and identities related to sex, desire and pleasure.\(^3^3\) Sexuality is a total sensory experience, involving the whole mind and body—not just the genitals. Sexuality is shaped by a person’s values, attitudes, behavior, physical appearance, beliefs, emotions, personality, likes and dislikes, and spiritual selves, as well as all the ways in which one has been socialized.\(^3^4\)

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\(^3^3\) Regional Learning Community, 2012.

\(^3^4\) Population Council, 2006.
APPENDIX B
PDA errors and warnings

REFUSE

35 To be translated into local language.
EDIT – do not press!

- Tap on a survey below to see further options.
- Tap on the "add" button in the top right to download a new survey.

Done

Khm

Delete
ENTER REQUIRED AMOUNT OF NUMBERS

BACK ONLY 1 QUESTION – *in English*
Exit? – in English
APPENDIX C

Checklist to explain to respondents before self-administered section on the PDA

- **Touch**: How to touch the screen lightly and briefly, with the soft pad of the finger.
- **Scrolling**: How to scroll up and down the page to see all answers.
- **Selecting**: How to select an answer so that the circle next to the desired answer is filled-in with grey. Also how to select another answer, by touching the circle next to another response, before progressing onto the next question.
  - **Unselected** ○  **Selected** ○
- **Next / Previous**: How to press ‘Next’ to progress to the next question and ‘Previous’ to return to the previous question.
- **Limit to Previous button**: Warn respondents to select their answers carefully, as they can only go back one question.
- **Audio**: How to wear earphones and how to press ‘Listen’ to hear the question and responses again. Assist respondents to adjust the volume. Explain to respondents that audio starts automatically for each question. If they do not want to hear the audio, they can just not wear the earphones.
- **Refuse**: Show respondents the refuse button ‘X’ and explain that a confirmation message (‘Are you sure you want to refuse to answer? Yes/No’) will appear. Explain to respondents that while they have the right to refuse any question, we strongly encourage them to try their best to answer every question.
- **Buttons not to touch**: Explain that respondents should never touch the ‘Exit’ button and the circle button in the bottom centre of the PDA. *(If a respondent accidentally touches these buttons you will need to resume the survey)*
- **Help**: Remind respondents that if they have a question or a problem you will be available to assist them but, due to the sensitivity of the questions in the self-administered section, you are not able to enter the responses into the PDA for them.