

**HELP & SHELTER
WOMEN'S WORLD OF PRAYER GERMAN COMMITTEE PROJECT**

EVALUATION OF COMMUNITY PEER EDUCATORS' WORKSHOPS - FEBRUARY 2009

Objectives

The first four peer educators' workshops were held in each of the Help & Shelter/WWDPGC project communities-Kaneville, Den Amstel, Good Hope and Covent Garden during the month of February 2009 with the objectives of:

- Explaining the nature and dynamics of gender based violence and its relevance to the communities
- Demonstrating confidence in the ability of participants to implement a plan of action for their community
- Using appropriate facilitation skills to educate community members about gender based violence and their role in promoting its reduction

Programme

The programme for the workshops focused on the following main topic areas:

- Exploring Self
- The Roles and Competencies of a Facilitator,
- Differentiating between Sex and Gender-Gender roles, Responsibilities and Relations
- Gender Based Violence/Domestic Violence- Definitions, Forms of Domestic Violence, Entrapment, Cycle of Abuse
- Community Action Plans
- Evaluation

Attendance, Age & Gender of Participants

Attendance

In planning the workshops an attendance target of twenty two (22) persons from each of the four communities was aimed for. Figures from the table below show that this target was reached at two of the workshops overstepped it slightly at one and got quite close at the other. Attendance on Day 2 of workshops was slightly higher than on Day 1 in three of the communities but lower in one, however, approximately only 68% of participants were able to attend on both days. The reason for this was mainly due to unforeseen circumstances which did not permit participants to devote two full days to attending workshops.

Community	Total Attendance	Attendance Day1	Attendance Day2	Attendance Day1 & 2
Kaneville	22	15	17	15/68%
Den Amstel	23	18	20	15/65%
Good Hope	15	15	12	11/73%
Covent Garden	22	15	17	15/68%
TOTAL	82/100%	63/77%	66/80%	56/68%

Gender

The gender imbalance at all the workshops was not surprising as this has more or less been the norm at the majority of our various outreach activities in the four communities. However, as indicated from the table below, only at the workshops, for in school and out of school youth, were the gender difference reversed with more males in attendance than females. One reason for the preponderance of females over males at the other three workshops may have had to do with the fact that workshops were held during the week at the request mainly of community and steering committee members and this may have prevented a few more employed males from attending. However as experience has shown it is a challenge to have men taking the lead or being involved in gender based prevention programmes.

Community	Female	Male
Kaneville	21	1
Den Amstel	21	2
Good Hope	14	1
Covent Garden	10	12
TOTAL	66/80%	16/20%

Age

As evident from the table below, the highest number and percentage of participants were between the ages of 13-19 followed by those in the 20-29 age range. The number of participants between the ages of 13-29 represented 61% of the total number of participants at all workshops. The table also shows that numbers and percentages decreased as the ages of participants increased. This indicates that younger persons in communities were targeted for inclusion at workshops and the availability of more free time for younger persons may have made them easier to recruit. We were pleased however that a broad range of participants from different ages attended the workshops.

Age Range	Kaneville	Den Amstel	Good Hope	Covent Garden	Total
13-19	3		5	18	26/41%
20-29	3	9	1		13/20%
30-39	5	4			9/14%
40-49	3	3	2		8/12%
50-59	2	1	3		6/9%
60-69		1			1/5%

Community Educators/Facilitators Evaluation

Understanding Self

Aspects such as, whom or what influences self concept and the building, development and benefits of a positive self image, were discussed with participants on the topic of Understanding Self. Workshop participants also shared qualities about themselves, what they liked and disliked, positive and negative aspects, things that they are good at, things that matters most to them what they would like to improve on and options. Participants were also asked to examine inner and outer characteristics of themselves and who they felt was the most important person in their lives. For some participants, family, children etc were identified as being most important to their lives, the impression given by other participants was a lot of thought was seldom given to self examination and self reflection. Participants also shared the way family and other persons in authority helped to shape their image of themselves, including one woman's personal struggle with her family. Aspects of themselves that participants most liked included physical attributes and their religion; aspects that they disliked most about themselves were mainly physical attributes. At the workshop with in school and out of school youth it was it was evident that many of the participants were already well grounded in their self-concept, with the exception of one girl who admitted that she always thinks negative things about herself and demonstrated self doubt about many of her opinions, in drawings representing negative aspects of themselves some violent images surfaced among some of the youth, one boy drew a picture of someone firing off a gun, while another drew a picture of himself beating someone with a stick.

By the end of this session the community educators observed that participants did achieve a greater understanding of themselves and the need for self reflection and self exploration and it was recommended that

more sessions on Understanding Self be done to reinforce the importance of self development.

Roles and Competencies of a Facilitator

In discussing the Role of the Facilitator, the qualities needed to be an effective facilitator were explained such as respect for other people, being willing to listen, and the ability to work well in a team. The activity on roles and competencies of a facilitator revealed that participants were very observant and alert as most of their ideas on the role of a facilitator came from what they observed from the workshop facilitators during the morning session. They expected the facilitator to be understanding, patient, tolerant, approachable, kind, knowledgeable and eloquent. During their presentation, one group did a role-play to emphasize the importance of confidentiality.

Gender & Gender Roles

The topic on Sex and Gender and Gender Roles was new to participants and peaked their interest. The facilitators took participants through various activities to get them to understand the differences between sex and gender. On the topic of sex and gender some participants were assessed as having a fair understanding of the difference between these two while for others it was a completely new concept.

During this session on gender and gender roles participants were asked to share practices and views on how gender roles are passed on from one generation to another using the examples of (a) the kind of toys bought for boys/girls, (b) the colour and type of clothing bought for girls/boys (c) how parents/guardians related to a boy/girl who was crying and approached their parents/guardians for comfort (d) the type of work or household chores given to boys or girls and if these differed. The two areas which generated the most discussion among participants were if boys should play with dolls- some of the participants were of the view that it was girlish for boys to play with dolls and this contradicted what they grew up knowing about gender/gender roles while for others boys playing with dolls was acceptable, similarly the division of labour where girls traditionally do the inside household chores, housework etc while boys do the yard and outside chores were shared by some participants many participants indicated that they did not have a problems with boys also doing household chores such as washing dishes or clothes, cooking or cleaning the house. At the workshop with in school and out of school youth male participants held strong opinions on gender stereotypes that the female participants seemed very comfortable with

Participants during another activity were asked to imagine themselves as a member of the opposite sex and what they would do. The women said they would enjoy the freedoms that male have such as freedom to dress in any manner, freedom to stay out late etc. Some even said they would want the experience of what sexual intercourse as a man feels like, including having sex with as many women as possible. Other women identified not being pressured to dress properly, not having menstrual cramps or the pain of child birth however, the males across two of the workshops could not think of a single good thing they would enjoy if they were a female apart from one male identifying looking pretty. There was a lot of discussion in workshops about comparing the traditional gender roles and modern gender roles. The common consensus at the workshop with youth was that traditional gender roles were good as they are, for example, the statement that says “a couple can function satisfactorily with the man staying at home and the woman working outside of the home”, had support from only one male participant. This was the case for most of the other statements that promoted male dominance, such as; men should have most of the economic responsibility for the household.

The feedback during this session was tremendous and enabled participants to recognize and understand the ways in which we socialize our children and how gender influences gender roles.

Domestic Violence-

The session on domestic violence was the most in depth and emotionally charged session of the workshops. The facilitator discussed definitions of domestic violence, forms and types of domestic violence, the entrapment process, cycle of abuse, domestic violence protection services, safety plans and coping mechanisms.

Participants across all workshops and of all ages shared their own personal experiences of domestic violence during this session, these experiences ranged from husband/wife relationships to boyfriend/girlfriend, relationships to stepfather/mother relationships to brother/sister relationships, some participants were moved to tears as they recounted the abuse they suffered, in a few cases the violence is still continuing. One participant related an experience about her aunt who was experiencing abuse but never told anyone; this resulted in her killing her baby and after two failed suicide attempts finally succeeding in taking her own life. In another case a female participant disclosed that she herself was once a domestic violence perpetrator. Another participant admitted to witnessing his step-father physically abuse his mother in the past, but claimed that he had stopped drinking and no longer abused his mother. Another participant disclosed how she had been physically abused by her boyfriend at the age of 17 for two years.

Prior to discussing the entrapment process at one of the workshops, participants were of the view that abused women should just leave their partners. However at the end of this exercise they were made aware of reasons why people stay through a visual presentation of the entrapment process. During this discussion one participant disclosed that even though she is abused by her husband she will never leave him because of her religious beliefs, culture and the fact that they have been together for a very long time. In addition to discussion on the entrapment process and web of abuse, a DVD, -'The Faces of Domestic Violence', which used short clips from popular films, was shown at one of the workshops to introduce and generate discussion about forms of domestic violence and the ways in which participants would respond if they were in similar situations. Most of the participants after viewing the clips said they would have left the relationship, but some indicated they would have retaliated or 'hit back' in some way. Safety guideline for domestic violence situations were also discussed with participants, this helped participants to examine different and alternate ways of dealing with such abuse including the Domestic Violence Act (DVA). At another workshop it was revealed that participants have seen a lot of violence in their community, based on their responses to the topic and the questions they asked. While doing one of the activities that required participants to classify some situations as either abusive or not, all of the participants from the in school and out of school youth workshop were convinced that if a guy gave a girl a light slap to calm her down it was not abusive, but after probing by the facilitators one participant admitted that his view had changed. The Community Educators have recommended that topics such as the DVA and alternate ways of disciplining children instead of hitting them needs to be further explored with participant as well as further sessions on domestic abuse for in school and out of school youths.

Community Action Plans

In planning community action at the four workshops, ten (10) groups were formed each coming up with their own individual plans for reducing gender based violence including domestic violence and sensitization on other related issues. Plans included activities such as community house visits, awareness sessions, surveys, designing of posters and signboards, distribution of brochures and leaflets and community clean up campaigns.

Target groups identified were youth, teenagers and adults, faith based youth groups and sports groups.

Groups planned their activities from once a month to once a week. Topics and messages to be delivered included domestic violence, gender based violence, teenage pregnancy, peer pressure HIV/AIDS and anger management. Separate surveys would gather information on domestic violence, teenage pregnancy and HIV/AIDS.

General Comments

The venues for the workshop were comfortable, clean and convenient for participants. Punctuality was one of the problems as on both days most sessions started later than scheduled which caused adjustments to be made in times listed for topics on the programme. However the programme was completed as scheduled and all topics were covered adequately by the end of the workshops. The local caterers did an excellent job the food was well presented, tasty and there were adequate amounts for everyone. Each facilitator presented their topic areas in fun and simple ways, always ensuring that the participants understood what was presented.

Participants' Evaluation

Analysis of Participants' Evaluation Forms

A total of sixty seven (67) forms were filled out and returned representing 82% of the total number of participants attending the workshop. All sixty seven (67) of participants indicated that they definitely agreed that the workshop was successful in promoting positive action to reduce domestic violence and other forms of gender based violence and in making available to participants useful and informative handouts. The majority of participants, 99%, like wise said they definitely agreed that information presented was understood and liked the way the workshops were facilitated. A further 97%- 96% of participants said the workshop had definitely increased their understanding of domestic violence, had definitely taught new ideas and skills and venues, arrangements and food for workshops were definitely good. Between 93%-90% of all participants also assessed that they had definitely increased their knowledge of ways to assist abused persons, definitely agreed their plan of action was good one and that they would give support to it, and definitely increased their knowledge and understanding of self, gender and gender roles. The lowest total approval rating for topics presented at the workshop was for learning of skills to be a facilitator at a 87% with a 10% somewhat approval. Similarly only 78% of participants agreed that there was definitely enough time allocated for group work and sharing of information, 12% felt that the time given was somewhat acceptable and 6% agreed that definitely that enough time was not allocated for this.

Programme Topic	Yes, Definitely	Somewhat	No, Not at all	No Response
Was information presented in a way you could understand?	99%			1%
Did you learn new ideas or skills?	97%	1%	1%	1%
Did the workshop increase your knowledge and understanding of Self?	90%	4%		6%
Did the workshop increase your knowledge & understanding of Gender & Gender Roles	90%	6%	3%	1%
Did the workshop help you to understand the role of a facilitator?	91%	6%		3%
Do you think you have learnt some of the skills to be a facilitator?	87%	10%		3%
Did the workshop increase your understanding of Domestic Violence?	97% ?	1%		1%
Did you gain new insight in understanding the ways in which persons can get entrapped by domestic violence?	96%	1%		3%
Do you think the workshop has increased your knowledge about ways to assist persons who are abused?	93%	7%		
Do you think the workshop was successful in promoting positive action to reduce domestic violence & other form of gender based violence in your community?	100%			
Do you think the plan of action for the community is a good one?	93%	7%		
Will you give support to the plan of action?	94%	3%	3%	
Did you like the way the workshop was facilitated?	99%			1%
Do you think there was enough time for group work and sharing of information?	78%	12%	6%	4%
Was the workshop venue, arrangements and food good?	96%	3%		
Were handouts useful and informative?	100%			

What Participants Found Most Useful

Among the things that participants in their own words found most useful about the workshop were the following:

- 'learning about what is domestic violence'
- 'entrapment'
- 'I learnt that you don't have to stay and take abuse'
- 'That the workshop was educational'
- 'I was able to share my knowledge and experience and listen to others'
- 'Group work and sharing of information'
- 'That information was given and youth could learn from it'
- 'I learnt so much about being a facilitator'
- 'The fact that everyone was open and willing to share'
- 'The workshop helped me to interact with others and to be less secretive about abuse, and how sharing and listening can help a lot'
- 'Helped me to not get entrapped in domestic violence'
- 'Helped me to understand myself'
- 'The topics-self, gender, gender roles'
- 'Learning more about abuse and how to get help'
- 'The way facilitator encouraged and listened to participants'
- 'I found the information and presentation of the whole workshop by the facilitator(s) was most useful'

What Participants Found Least Useful

The majority of participants across workshops identified very few things that they found not useful about the workshops the three persons who did identified unfriendliness, multiple condom demonstrations at the end of one of the workshop, handouts and some of the activities.

Participants' Ideas for Improving Workshops

Participants' ideas for improving the workshop included:

- More facilitators and facilitators of different races and gender, more activities, new topics, more days for workshops, keep similar programmes like this workshop in different communities
- Having more people both men and women,
- More activities such as skits would help people who are unable to read to have a better understanding of the topics
- Targeting more young people to be a part of the workshop,
- Workshop needed to be longer so more information could be shared
- The use of videos and pictures to show the actual impact of domestic violence
- More youth and men should participate in the workshops,
- The need to target more domestic violence victims and survivors
- The workshop should allocate more time for HIV/AIDS
- The workshop should be longer and they should be more time given for persons to share information.
- Having more men and youth at the sessions especially youth with the knowledge and experience to hold discussion and raise awareness among other youth
- Having more people on the street mobilizing, inviting and encouraging others to come out
- The workshop be held on weekends instead of weekdays to allow for working people to get home in time to cook and for mothers with babies to be able to stay for the entire session instead of having to leave halfway through the workshop.