

TOOLKIT ON

PREVENTION OF FAMILY VIOLENCE

FOR COMMUNITY-BASED ORGANIZATION, FAITH BASED
ORGANIZATION AND COMMUNITY LEADERS



**Spotlight
Initiative**



TABLE OF CONTENTS

ACKNOWLEDGEMENTS.....3

ACRONYMS.....4

GLOSSARY.....5

FORWORD.....6

FACILITATOR’S GUIDELINES.....7

MODULE ONE: IDENTIFYING THE DYNAMICS OF FAMILY VIOLENCE.....10

TRAINING OVERVIEW.....11

TRAINING DETAILS AND BACKGROUND INFORMATION.....12

- TYPES OF FAMILY VIOLENCE.....13
 - o CHILD ABUSE.....13
 - o COMMERCIAL SEXUAL EXPLOITATION, CHILD MARRIAGE AND EARLY UNION.....14
- INDICATORS OF VIOLENCE AGAINST CHILDREN.....15
 - o DOMESTIC VIOLENCE.....16
- UNDERLYING ROOT CAUSES OF FAMILY VIOLENCE.....19
 - o GENDER, CULTURAL AND SOCIAL FACTORS.....19
 - o POWER AND CONTROL DYNAMICS OF RELATIONSHIPS.....22
 - o THE CYCLE OF VIOLENCE.....24

MODULE TWO: UNDERSTANDING THE IMPACT OF FAMILY VIOLENCE.....25

TRAINING OVERVIEW.....26

TRAINING DETAILS AND BACKGROUND INFORMATION.....28

- IMPACT ON VICTIMS.....28
- IMPACT ON COMMUNITIES.....30

MODULE THREE: NAVIGATING THE LEGAL PROTECTION FRAMEWORK.....32

TRAINING OVERVIEW.....33

TRAINING DETAILS AND BACKGROUND INFORMATION.....34

- INTERNATIONAL LEGAL MECHANISMS.....34
- NATIONAL LEGAL MECHANISMS.....34
- NAVIGATING THE LEGAL SYSTEM.....38

MODULE FOUR: COMMUNITY RESPONSES TO FAMILY VIOLENCE.....41

TRAINING OVERVIEW.....42

TRAINING DETAILS AND BACKGROUND INFORMATION.....43

- ROLE OF COMMUNITY BASED ORGANIZATIONS.....43
- ROLE OF FAITH BASED ORGANIZATIONS.....44
- ROLE OF COMMUNITY LEADERS.....46
- ADDITIONAL STRATEGIES FOR ENGAGING MEN.....47

MODULE FIVE: TRAINING MATERIALS.....50

- 1. TRAINER’S GUIDE.....51
- 2. SUGGESTED AGENDA.....57
- 3. SCENARIOS.....59
- 4. SAMPLE REGISTRATION SHEET.....61
- 5. SAMPLE EVALUATION SHEET.....62

BIBLIOGRAPHY.....63

APPENDICES.....64

- Individual Safety Plan.....64
- Institutional Safety Protocols.....65
- Assessment and Mapping Tool.....71

ACKNOWLEDGEMENTS

The contributions of CDF Executive Director, Ms. Diana Shaw and Mr. Tom Sharp, CDF Counseling Director in preparing the content of this toolkit is acknowledged. The contribution of Mrs. Michelle Irving from the Productive Organization for Women in Action (POWA) in reviewing and providing input on the toolkit materials is also acknowledged. Special appreciation is extended to UNICEF for the technical support in the development of the toolkit and its supporting materials.

ACRONYMS

CBO	Community-Based Organization
CDF	Child Development Foundation
CSO	Community-Service Organization
CSEC	Commercial Sexual Exploitation of Children
DHS	Department of Human Services
DV	Domestic Violence
DVU	Domestic Violence Unit
EU	European Union
FACA	Families and Children’s Act
IPV	Intimate Partner Violence
MICS	Multiple Indicator Cluster Survey
NGO	Non-Governmental Organization
POWA	Productive Organization for Women in Action
SDGs	Sustainable Development Goals
UN	United Nations
UNICEF	United Nations Children’s Fund
VAC	Violence Against Children
VAW	Violence Against Women

GLOSSARY

Child: Boys and girls under the age of eighteen years.

Child abuse: An act or a failure to act by a person responsible for the care of a child that causes harm to a child.

Commercial sexual exploitation of children: The employment, hiring, use, persuasion, inducement, coercion or enticement of a child to engage in or aid another person to engage in exchange for any financial or material benefit given to the child or other person.

Community-based organization: A private nonprofit organization that is representative of a community or a significant segment of a community carrying out services targeting a particular locality, group of people or area of service.

Domestic violence: Violent or aggressive behavior within the home, typically involving the violent abuse of a spouse or partner.

Family violence: Includes physical, social, and emotional abuse and acts of aggression within relationships that are considered as family connections or akin to family connections. Family violence occurs within the broader context of unequal gender-power relations and is gender-based, with the most prevalent form of violence within the family being violence against women and girls.

Faith-based organization: An organization whose values are based on religious beliefs or a particular religious doctrine carrying out its mission in accordance with its particular religious beliefs or doctrine.

Intimate partner violence (IPV): Intimate partner violence (IPV) describes physical, sexual, or psychological harm by a current or former partner or spouse.

Gender-based violence (GBV): Gender-based violence (GBV) refers to any verbal or physical act that results in bodily, psychological, sexual and economic harm to somebody just because they are female or male. GBV can be done by an intimate partner, a family member, a neighbour, an acquaintance or a stranger. GBV happens because one person chooses to exercise power and control over another person.

Gender equality: The state of having the same rights, status, and opportunities as others, regardless of one's gender.

Violence against children: Violence against children takes many forms, including physical, sexual and emotional abuse, and may involve neglect or deprivation. Violence occurs in many settings, including the home, school, community and over the internet. Similarly, a wide range of perpetrators commit violence against children such as family members, intimate partners, teachers, neighbours, strangers and other children. Violence against children includes all forms of child abuse as well as commercial sexual exploitation of children. Such violence not only inflicts harm, pain and humiliation on children; it also kills.

Violence against women (VAW): Violence against women refers to any act of verbal or physical force, coercion, or life-threatening deprivation, directed at an individual woman or girl that causes physical or psychological harm, humiliation or arbitrary deprivation of liberty and that perpetuates female subordination.

FORWARD

The European Union (EU) and the United Nations (UN) have embarked on a new, joint global, multi-year initiative focused on eliminating all forms of violence against women and girls (VAWG) - the Spotlight Initiative. The Initiative is so named as it brings focused attention to this issue, moving it into the spotlight and placing it at the center of efforts to achieve gender equality and women's empowerment, in line with the 2030 Agenda for Sustainable Development (SDGs), specifically SDG 5 on Gender Equality.

The Spotlight Initiative in Belize will contribute to ending family violence by strengthening policy and legislations that will guarantee increased protection of women and girls, building capacity of state and non-state actors to respond to family violence, expanding the range of services available and addressing social norms and behaviours that promote violence against women and girls. The Initiative will seek to achieve 6 main outcomes. Outcome 1 will address critical gaps in the legislative and policy framework will be addressed to ensure Belize's legal and policy frameworks are responsive and offers the greatest level of justice and protection to women and girls. Outcome 2 will facilitate strengthening the capacity of key coordinating and implementing agencies to better respond to family violence. Outcome 3 actions will seek to address critical social norms and other root causes of violence family violence. Outcome 4 will ensure the scale up and delivery of critical services to women and girls. Outcome 5 will strengthen Monitoring and Evaluation system and support strong evidence base for the design and delivery of interventions. And finally, under Outcome 6, actions will ensure strengthened network of CSOs as well as capacities to advocate and design, implement, monitor and evaluate programs on family violence.

This Initiative is part of a global multi-year effort focused on eliminating all forms of violence against women and girls (VAWG). It seeks to centralize focus on the issue of VAWG and to bring all stakeholders together to maximize delivery of resources and coordinate intervention at all levels on VAWG. The implementation of activities under the Spotlight Initiative will support the attainment of the SDGs especially SDG 5 on Gender Equality.

The development of this Family Violence Prevention Toolkit is critical to the implementation of activities under Outcome 3 especially, those activities that seek to identify and address critical social norms and other root causes of family violence. This toolkit will provide support for the community-based capacity building activities on the root causes of family violence to be implemented by NGOs. The capacity-building activities will comprise workshop training sessions with community leaders, faith-based organizations and community-based organizations to address social, cultural and gender norms that support the root causes of family violence in their communities and organizations. As a result of the increased equipping they will be better able to implement strategies in their communities and organizations to promote gender equality and prevent family violence.

FACILITATOR'S GUIDELINES

This toolkit is designed to take the facilitator through the process of conducting a capacity building workshop on preventing and addressing family violence at the community level. The toolkit has three components:

1. **The Training Manual:** The Manual provides background information on each of the thematic areas covered in the toolkit training. The manual also gives information on how to conduct the training workshops and provides fuller explanation of the activities and exercises to be done in the workshop.
2. **The Training PowerPoints:** Complete PowerPoint presentations setting out all aspects of the training and indicating when activities will be implemented as well as a Trainer's Guide with an outline of the training for planning and flow. These will ensure that community leaders can re-create the capacity building activities in their own settings.
3. **The PowerPoint Supporting Materials:** The PowerPoint will be supported by a sample agenda, registration form, evaluation form as well as a brochure on domestic violence and one on child abuse, sample safety plan, sample mapping form and sample referral list.

Tips for facilitators in conducting sessions:

- i. Read the training manual throughout and familiarize yourself with the background information on the thematic area. This will ensure that when questions are asked by participants, the facilitator can provide answers and additional insight.
- ii. Go through the entire PowerPoint and familiarize yourself with the flow of each session as well as the exercise activities. The facilitator should also know when breaks will occur and provide the set up for breaks before the training session begins.
- iii. Sessions should be inter-active engaging participants and building on the existing experience and competencies of participants. It will be useful to ask participants at the beginning of the workshop about their previous training and knowledge of the subject area. This will also help you to see what areas of the training they have misconceptions or in accurate knowledge about.
- iv. Be prepared to handle workshop fatigue and disruption by persons who may have participated in similar activities in other settings.
- v. Make sure arrangements have been made for food to be delivered to coincide with break times and lunch times and have extra exercises on hand in the event that food is delivered late.
- vi. Have someone arrange to attend before the session starts to set up and check mike, set up projector and screen and set up chairs. For this workshop we usually recommend the use of a U share for tables and chairs with persons sitting facing

- the presenter only. However, during the COVID-19 pandemic, it will be necessary to ensure that persons are sitting at least 6 feet apart, you will need to mark the places where people can sit. The facilitator will also need to think of a separate space to conduct group activities and clearly marked 6ft decals or tape must be marked on the floor to indicate where the persons in the group will stand or sit during the group activity.
- vii. Make sure that bathrooms are open and clearly marked.
 - viii. Discuss expectation and housekeeping rules such as turning off cellphones at the beginning of the workshop.
 - ix. Respect the views of all participants on workshop topics regardless of relevance, use views as starting point for further awareness and sensitization of the group.
 - x. Choose group members randomly for group exercises to promote networking and socialization amongst participants.
 - xi. Print a copy of the Trainer's Guide in the appendix and a copy of the agenda to help with the facilitation of the workshop.
 - xii. Print exercises and have ready all the materials for each activity that will be done during the workshop.
 - xiii. Print evaluation forms, one for each participant and have ready in a folder.
 - xiv. Prepare folders with handouts, writing paper and pencils for each participant.
 - xv. Print Registration/sign-up sheet and have a table ready with sign-up sheet and a pen for participants to register as they come in.
 - xvi. Prepare room with table for snacks and food set at the back or to one corner, out of the line of sight.

MODULE ONE: IDENTIFYING THE DYNAMICS OF FAMILY VIOLENCE

MODULE ONE: IDENTIFYING THE DYNAMICS OF FAMILY VIOLENCE: OVERVIEW

Estimated Duration: 1 hour

Training Objectives:

- To Identify the types and manifestations of family violence
- To understand the underlying root causes of family violence
- To understand how gender norms, cultural and social norms facilitate the commission of family violence
- To understand how power and control dynamics factor into the commission of family violence
- To understand the cycle of family violence

Materials and Resources:

1. PowerPoint Presentation
2. Projector, laptop, screen, good PA system, flipchart easel
3. Blank letter size copy paper, pencils
4. Materials for group activities

Procedure:

- ◆ Arrange for someone to present a short welcome or opening remarks. A community leader willing to advocate for domestic violence prevention who is well respected in the community would be a good candidate.
- ◆ Facilitate the ice-breaker activity set out below
- ◆ Set up the Module 1 – Identifying the Dynamics of Family Violence - PowerPoint
- ◆ Go through each slide, leaving time for questions and discussions
- ◆ Arrange the participants into groups and let them do the group activity set out in the PowerPoint

Icebreaker Activity

Do You Know Me

In this icebreaker activity, each of the participants are asked to introduce themselves to the person their left and find out 3 things about them. Give them 5 minutes to do that. Then each person introduces the person to their left. Introductions begin with the words, " I would like to present to the group....".

Details of The Training Components and Background Information

This module will equip community leaders, faith-based organizations and community-based organizations to properly identify and understand the dynamics of family violence especially the underlying root causes. Community leaders, faith-based organization, community-based organizations are key stakeholders in identifying and addressing family violence at the local level.

Family violence covers a range of acts of violence that impacts women, girls, men and boys in the context of domestic arrangements within a family setting. Family violence and domestic violence are linked. However, domestic violence refers to acts of violence that occur between people who have, or have had, an intimate relationship. Family violence, on the other hand, is a broader term that refers to violence between family members, including intimate partner violence. While there is no single definition, the central element of family violence is an ongoing pattern of behaviour intended to maintain power and control over others. All acts of family violence are based on power and control.

In general, we're looking at actions which are violent, threatening, coercive, controlling or intended to cause a member of the family or a person within the household member to suffer harm or to be in fear of being harmed. It can include different types of violence against children including child abuse, child sexual exploitation and domestic violence and these types of abuse can take any of the following forms: physical, verbal, emotional, sexual or psychological abuse, neglect, financial exploitation, stalking, harm to an animal or property, restricting the victim's spiritual or cultural participation, or exposing children to the effects of these behaviours.

Family includes persons who are living together in the same household or persons who used to live together or were involved in visiting relationships. This toolkit will build capacity to address different types of violence against children including abuse, child sexual exploitation and domestic violence.

This first module of the training will address these issues by exploring the basic concepts connected to family violence including definitions of these three main forms of family violence, the dynamics associated with them, their indicators as well as the underlying root causes of family violence. Gender and social norms have an important role in how family violence manifests and engaging both men and women in addressing the root causes of family violence is a key objective of the capacity building activities to be undertaken with this toolkit.

TYPES OF FAMILY VIOLENCE

A. CHILD ABUSE

Child abuse is a form of violence against children. In 2015, 436 cases of sexual abuse were reported to the Department of Human Services (DHS), of which 401 cases were perpetrated against females and 35 incidents were against males.¹ These cases ranged from incidents of fondling, indecent exposure, carnal knowledge, and other sexual activities involving children. Children in Belize are most often abused by persons related to them or persons connected to their home or community. Addressing child abuse in a comprehensive way is often complicated by the varying social and cultural ideas of what actually constitutes abuse. The 2016 MICS Study showed that 73% of children were subjected to severe physical violence as a form of child discipline and, 66% of parents believed that physical violence is a valid form of discipline. Child abuse is a severe violation of the rights of children and leaves lasting emotional, psychological and physical scars.

Child abuse is any willful mistreatment of a child leading to harm. Family members, caregivers, acquaintances, close friends, and, much less often, strangers can abuse children in ways that can cause lasting damage to their emotional and physical health.

Child abuse can take many different forms, including:

- **Physical abuse** – hitting, kicking, pushing, slapping, burning, pinching, or threatening to do any of these things.
- **Sexual abuse** – sexual touching, sexual language, showing or taking sexual photographs or videotapes, or sexualization of a child. Sexualizing a child could include comments or attention focused on the child’s sexuality or private body parts, asking or sharing details of sexual experiences, etc.
- **Emotional abuse** – mean teasing, threatening, mimicking, belittling, name-calling, shunning, or objectifying.
- **Neglect** – failure by responsible adults to meet a child’s basic needs physically, educationally, or emotionally.

Children may fail to report abuse especially when the perpetrator is a family member. In many reported cases of abuse, the perpetrator is male, especially for sexual abuse, however, women are also perpetrators of abuse. Most victims of sexual abuse are female, but boys are also victims of sexual abuse. Many children who are victims of abuse feel pressured to protect perpetrators when those perpetrators are family members, caregivers or financial supporters of their family. In other cases, other family members, very often a parent, will pressure the child to not go forward with the report. Families need support to prevent abuse and navigate systems for protection and recovery if abuse

¹ MHDSTPA. (2016). Data from Ministry of Human Development on Reported Cases of Child Sexual Abuse.

occurs. A better understanding of the dynamics of child abuse and other forms of family violence will strengthen the capacities of community leaders and leaders of faith based and other community-based organizations to respond to family violence at the community level.

B. COMMERCIAL SEXUAL EXPLOITATION OF CHILDREN

Commercial sexual exploitation of children (CSEC) occurs when an adult receives an economic benefit for facilitating the sexual exploitation of a child. In many cases, the person receiving a monetary or other economic benefit from the sexual exploitation of a child is a parent or other family member of the child. CSEC activities may include sale and trafficking of children for use in sexual activities as well as the use of underage persons in pornography, including audio-visual imaging, internet images and public or private performances of a sexual nature. Economic benefits that families may receive for the sexual exploitation of a child may also include payment of school fees, rent or other expenses for the home. Just as in the case with child abuse, complex family dynamics may cause reluctance on the part of child victims to make reports. Alertness by community leaders in recognizing the signs and indicators and making timely interventions will reduce the aspects of commercial sexual exploitation of children connected to family violence.

In Belize, CSEC is connected to early sexual debut of children and contributes to the prevalence of child marriage/early unions (CMEU) which has tended to support some cultural tolerance of sexual relationships involving adolescents and adults. According to the MICS 2015-2016, 29% of women ages 20-49 had their first marriage/union before age 18, and 5.5% of first marriages/unions occurred before age 15. To break the prevalence of CMEU in Belize, ²CSEC must be eradicated.

In addition, economic hardships make many families vulnerable to the lure of predators who present themselves as economic benefactors. When families are a part of the recruitment or facilitation of CSEC by brokering sexual relationships with the perpetrators or where perpetrators are a part of the family setting, trauma bonds between perpetrators and the child victims are created as children and victims find it difficult to separate affection for or dependence on the perpetrator.

Source: CDF

TYPES OF CSEC ACTIVITIES

- Paid sexual intercourse with children
- Involvement of children or adolescents in nude dancing or erotic dancing.
- Distribution or sale of pornographic videos that contain images of children or adolescents.
- Involvement of children or adolescents in erotic massages
- Involvement of children or adolescents in private sex shows
- Sale of transportation or recruitment of children of children or adolescents for use in sexual activities

WHERE IS CSEC HAPPENING?

- In homes, bars, nightclubs, massage parlours where children or adolescents are made to have sexual relationships or to perform sexual activities for others for which the child or the parent receives money or payment of rent or purchase of food.
- In photo studios, internet cafes or other places where people make or sell sexual images of children and adolescents distributed by DVD, phone or internet

² GOB (2020). Roadmap to End Child Marriage and Early Unions in Belize. UNFPA, NCFC, UNICEF

Faith-based organizations and community-based organizations must be especially vigilant to address these risks in their communities and also must take steps within their institutions to ensure that the dependency that can be created by humanitarian actions in under-served communities does not create vulnerability for predators to misuse initiatives for aid to lure children into exploitation and trafficking activities and must be a part of creating strong vigilance networks in communities to expose perpetrators and protect child victims. The supporting materials for this toolkit will provide sample policies that can be adapted for faith-based and community-based organizations and will provide activities on how to map resources for help in communities.

INDICATORS OF VIOLENCE AGAINST CHILDREN

Symptoms and Indicators of Child Abuse:

Physical Abuse: bruises, injuries, the marks of a hand, lacerations, bite marks or burns.

Physical Neglect: inadequate clothing, poor growth, continual hunger, poor hygiene.

+Emotional/Psychological Abuse: excessive dependence, attention seeking behaviour lack of boundaries, neediness self-harming.

Sexual Abuse: physical signs such as bruises, scratches or bite marks to thighs or genital areas; behaviours such as precocity, exaggerated startle response, excessive withdrawal or inappropriate sexual behaviour.

Indicators of CSEC/CMEU include:

- a. Physical Indicators: pregnancy, STDs, evidence of recent sexual activity.
- b. Psychological Indicators: self-destructive behaviour, drug use, frequent running away, sexualized behaviour, difficulty dealing with boundaries
- c. Economic Indicators: expensive jewelry, money
- d. Sociological Indicators: frequents places known for CSEC, in company of adults not related to them suspected to be involved in CSEC activities, frequenting bars, massage parlors.
- e. An underaged person is in an apparent intimate partner relationship with someone who is typically older and who pays bills

Group Activity: Group Discussion

Myths and Truths

Myth #1	<i>“It is their fault. They asked for it.”</i>
Fact	No person asks to be abused; no child deserves abuse. No woman deserves to be abused or attacked in domestic violence.
Myth #2	<i>“Only poor people, especially men, abuse children and women.”</i>
Fact	Perpetrators of family violence are to be found in every ethnic group, economic and social strata of Belizean society.
Myth#3	<i>“You can tell that a person is an abuser by how they look or behave.”</i>
Fact	Perpetrators of family violence often escape detection by participating in community activities, church leadership, running for public office or being known as generous benefactors.

Procedure:

1. Define a myth - commonly held perceptions that are not correct as they presented a skewed or distorted version of the true facts.
2. Ask why it is important to identify myths - they are wrong thinking that control our behaviour and responses in an incorrect way.
3. Talk about how myths are overcome - by replacing wrong information with right information and then acting on the right information given.
4. Show the slide with the myth, ask the participants what they feel about that and their experience with that. Allow two people to share.
5. Show the next slide with the fact. Validate or correct the experiences shared using the facts.

Refer to the handouts on child abuse and sexual offences included in the folder. Explain what is in the handout and take questions.

C. DOMESTIC VIOLENCE/INTIMATE PARTNER VIOLENCE

Though the term “domestic violence” includes any violence occurring inside the home or connected to the household such as violence against children, the main focus here will be intimate partner violence.

This includes domestic violence occurring between married or common law spouses; persons who are co-habiting or persons who were formerly married, in a common-law relationship or formerly co-habiting; or persons in a visiting relationship.

The terms “domestic violence” and “intimate partner violence” will be used interchangeably in this toolkit. In conducting training or other awareness raising activities

using this toolkit, it is important to emphasize the domestic violence is not random and is not accidental.

What is Domestic Violence? Domestic violence is a pattern of abuse behavior that one partner uses to maintain power and control over their partner.

Acts of Domestic Violence	
Physical violence	<i>Threats, hitting, slapping, punching, hitting, burning</i>
Sexual violence	<i>Non-consensual forced/drugged sexual activity or intercourse</i>
Psychological/Emotional violence	<i>Persistent intimidation using abusive or threatening language; persistent following of a person from place to place; depriving a person of the use of his or her property; interfering with or damaging the property of the person; watching the place where the person lives, works, carries on business, attends for education or happens to be.</i>
Financial Abuse	<i>Withholding finances needed for basic necessities</i>

In Belize, domestic violence is widespread. It cuts across age disparities, religious beliefs, ethnic groups, educational background, economic status and cultural norms. The toolkit activities herein will go beyond awareness on the types and nature of domestic violence and will explore the underlying factors that create vulnerability for domestic violence.

• 2012 Domestic Violence Statistics

- 88% of perpetrators of domestic violence are men, 12% are women
- 70% of victims are employed, 30% unemployed
- 74% married or in common law unions
- 80% of violence utilizes bodily force -slapping, punching, hitting, kicking

• Ethnic Composition:

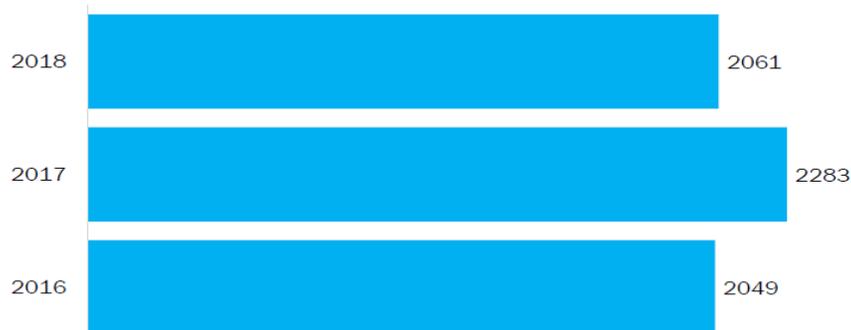
- 60% Mestizos
- 22% Creoles
- 2% Garifuna/ East Indian

Source: Police Statistics

The number of reports of domestic violence has remained at over 2,000 incidents for the last three years.

DOMESTIC VIOLENCE REPORTS

Three-year comparison, 2016-2018



Source: Belize Crime Observatory, Gender-Based Violence Report 2019

In addition, the number of women killed in Belize over the last 10 years stands at 127 with many of these incidents being connected to domestic violence.

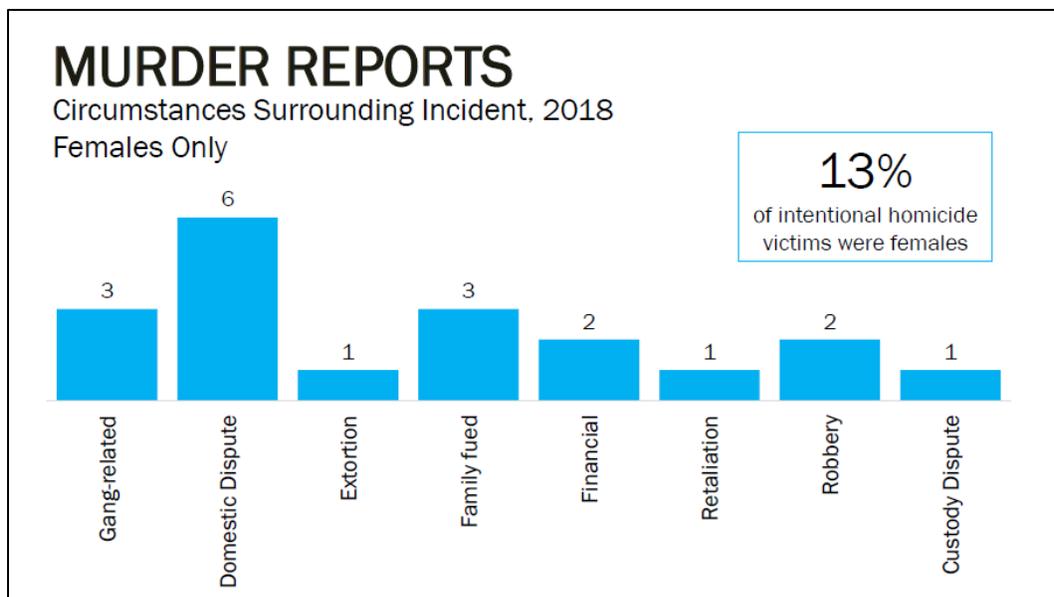
MURDER REPORTS

Total Count and Rate Over the Past Decade, Females Only



Source: Belize Crime Observatory, Gender-Based Violence Report 2019

The data shows that women are more likely to be killed in domestic violence relationships than in gang violence or robberies. Action is needed at the community to eliminate intimate partner violence in Belize, which is a significant cause of death for women.



Source: Belize Crime Observatory, Gender-Based Violence Report 2019

Faith-based organizations and community-based organizations have an important role in helping to address norms and traditions that facilitate intimate partner violence. Intimate partner violence occurs in the domain of the home in private settings, but its actions are deeply rooted in concepts of power and control dynamics in relationships which are often the result of traditions and patterns from previous generations.

Spouses and partners must unlearn bad relationship dynamics, address their own propensity for power and control and learn better ways of relating to each other that are built on respect and trust.

D. THE UNDERLYING ROOT CAUSES OF FAMILY VIOLENCE

Violence against women violence is built on wrong ideas about gender and power dynamics in relationships but these ideas about what out intimate relationships should be like are learnt mostly from those who modeled intimate relationships to us as children, i.e. our parents and caregivers There is a strong link between violence against children since children learn wrong patterns of intimate relationships when they grow up in homes where their parents were in a domestic violence relationship. In addition, perpetrators of violence against women will also extend that violence to the children in the lives of the women against whom they are perpetrating violence. Both violence against women and violence against children have their roots in wrong gender norms, cultural and social factors that influence the prevalence of these types of violence.

i. GENDER NORMS, CULTURAL AND SOCIAL FACTORS

Gender norms may be used to justify violence against women especially norms that dictate that men are aggressive, controlling, and dominant, while women are docile, subservient, and dependent. Gender norms are learnt from the messages we receive as

to what it means to be a boy and what it means to be a girl. Gender norms can promote positive as well as negative social interactions. Gender norms that promote inequality by sending messages that women and girls are of less value lead to gender inequality. Gender norms are driven by messages we hear and internalize.

Identifying Gender Norms - Group Activity Two

Place participants in groups, distribute shop paper to each group as well as markers

Each group will discuss the questions on the PowerPoint slide and note their answers on the shop paper. Each group will choose a presenter to present their responses.

Questions:

What messages do we receive as children about what it means to be a girl?

e.g. of Ans. Girls are made of sugar and spice and everything nice; girls should learn to cook and clean and take care of the house; girls should be quiet; girls should act like a lady; girls should not make a scene; girls should get married and have children.

What messages do we received as children about what it means to be a boy?

e.g. Boys are made of puppy dog tails; boys should be strong; real men don't cry; boys should provide for their families; a real man has a lot of girlfriends; a real man controls his house.

From whom do we receive those messages?

e.g. our parents, our siblings, our friends, people in our community; from the media

Where do we receive those messages?

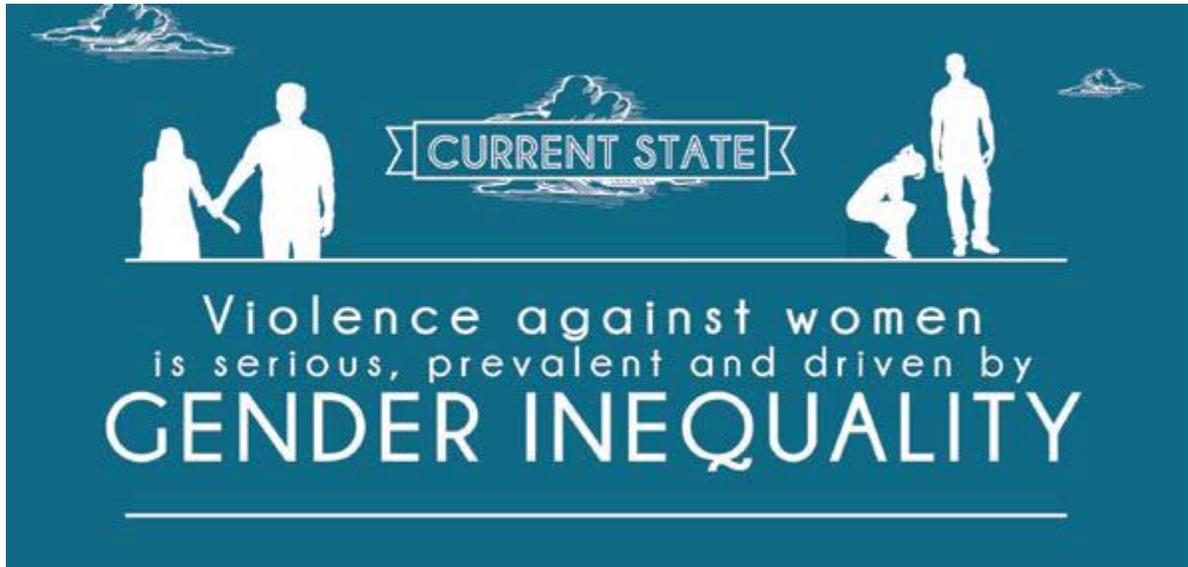
e.g. in our homes, in school, in the community where we live.

Ask the group, what are their thoughts about these messages they receive. See if anyone in the group thinks differently now as adults about these messages and what their experiences have been as a result of living by messages like these. The facilitator must manage the discussion from this group activity carefully

Cultural and Societal Factors

- a. **Cultural and traditional patterns** – Cultural patterns that normalize domestic violence especially in closed or isolated communities or families.
- b. **Opportunity/Society** - Feeling like it's the male thing to do or peer pressure from other males that violence is necessary to “control” the other partner in a relationship.

- c. **Gender in-equality** – Imbalances in the power dynamics of relationships are influenced by cultural and social factors. Gender inequality occurs when men or women have unequal access to determinants of well-being such as education, career opportunity, family life, political affiliations, access to health care and opportunities for advancement based purely on the fact of being male or female.



Source: Change the Story: A Shared Framework for Primary Prevention Of Violence Against Women and their Children in Australia

Group Activity: Social Norms and Gender Inequality

True/False

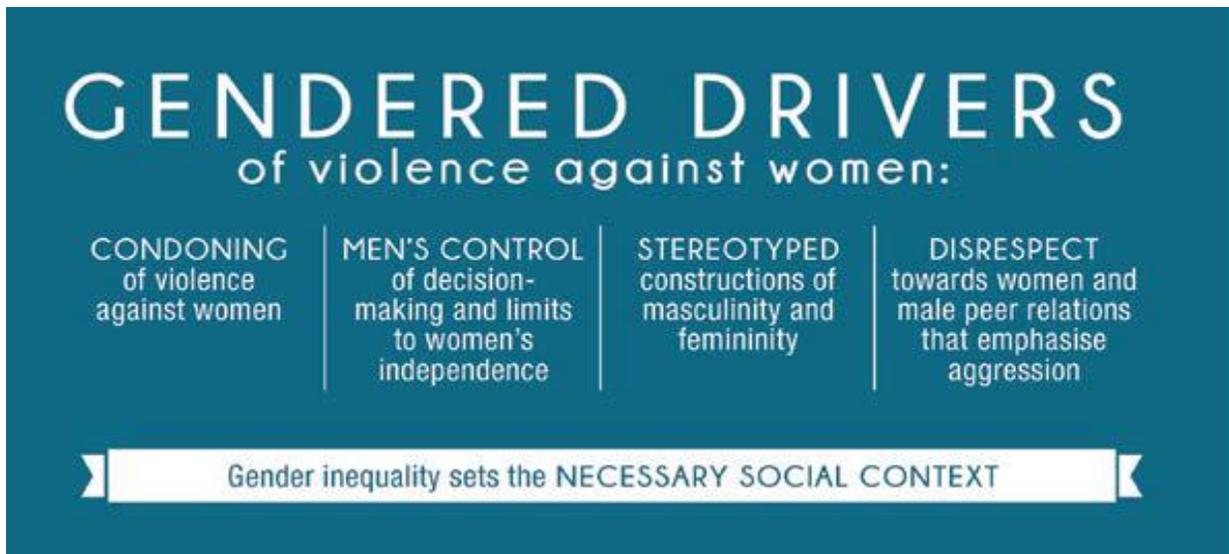
Gather in the area designated
Listen to the statements being read and move to the area marked true or false based on your perception of the statement

Was this exercise uncomfortable or difficult?
What surprised you about your own perception of gender equality and equity?

Source: Toolkit PowerPoint, CDF Model

Statements for True/False Activity on Social Norms and Gender Equality

1. Women often do not know what they really want, especially when it comes to having sex. (T/F).
2. A man is the head of the household (T/F).
3. There are some occasions where a woman deserves being beaten by her husband or common law spouse. (T/F)
4. A wife should never deny her husband sexual relations. (T/F)
5. Women often make false allegations about domestic violence. (T/F)
6. Domestic violence is a private relationship issue and should not be discussed with persons outside the family. (T/F)
7. A man who is a victim of domestic violence is not a real man. (T/F)



Source: Change the Story: A Shared Framework for Primary Prevention Of Violence Against Women and their Children in Australia

ii. POWER AND CONTROL DYNAMICS IN RELATIONSHIPS

It is important to emphasize in the training is that domestic violence is a result of a pattern of behaviour that is deliberately set in motion due to wrong power and control dynamics in the relationship. Patterns of control established early in a romantic relationship, shifts the power balance in the relationship away from one partner and to another partner making that partner the dominant person directing the outcome of the relationship.

Where that dominant partner has impulse control issues and low coping skills for handling stress and crises, the situation will easily descend into a domestic violence incident where the dominant partner believes that their dominance is under threat and that they must regain power by re-asserting dominance.

Healthy relationships are built on mutual respect and affection, there is continued communication on issues impacting the partners, resources are shared, and decisions

are made in agreement and with participation of both persons in the relationship. Where power and control dynamics are at play, the relationship will not be healthy and prone to violence.



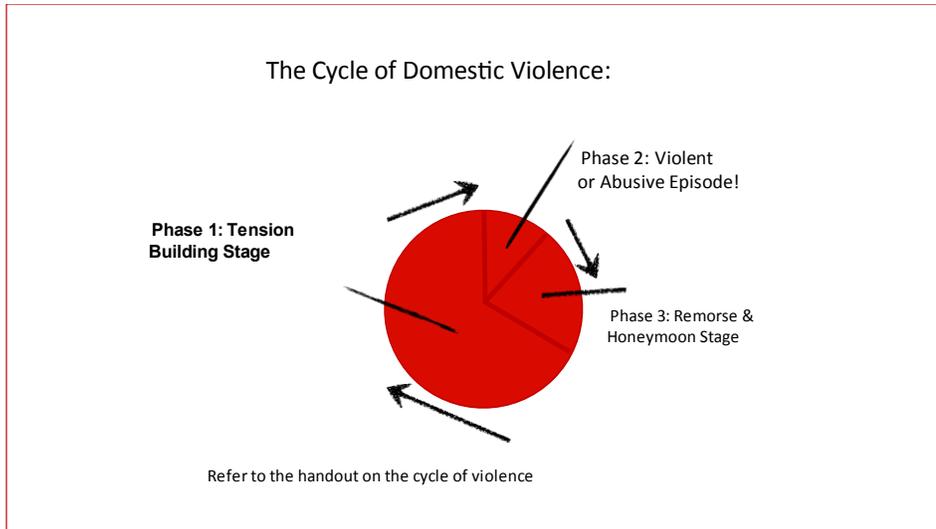
Source: Domestic Abuse Intervention Programs: The Duluth Model

It is important for victims to be able to identify what aspects of violence identified in the power and control wheel above may be present in their relationship and to identify how they will address that. The wheel can be a tool used in counseling to work with victims to make a safety plan. Bad power and control dynamics in a relationship is also linked to the cycle of violence in relationships with domestic violence.

Intimate partner violence takes a predictable cycle in relationships.

iii. CYCLE OF VIOLENCE AND OTHER VULNERABILITY FACTORS

Domestic violence is a pattern that follows a predictable path when it becomes entrenched in a relationship.



Source: Toolkit PowerPoint, CDF Model

Tension building phase

When tension builds in the relationship, victims may feel like they are “walking on eggshells” around the abuser. This phase can last for a few hours or for months, or anything in between. The longer it lasts, the more inevitable a blow-up can start to feel, even if the victim can’t be sure exactly what will be the straw that breaks the camel’s back.

Abusive incident

The abusive incident usually occurs when the tension finally breaks. This can play out in many different ways. Usually, this part of the cycle is when the abuser physically lashes out at the victim. The abuser may hit, rape or try to rape the victim. In relationships where the abuse is primarily psychological, the abuser may suddenly deny the victim access to basic necessities (by changing the locks on the house or cutting off access to a shared checking account, for example), calling the victim humiliating names, or making threats of violence.

Honeymoon phase

During the honeymoon phase, the abuser may apologize, buy gifts, or be extra affectionate to “make up” for the abuse. Many will promise to change, promise to stop abusing, or promise that it will never happen again. These assurances are intended to persuade the survivor to stay in the relationship. Not all abusive relationships have a honeymoon phase. For many, the abusive incident is immediately followed by increasing tension before the next incident.

MODULE TWO: UNDERSTANDING THE IMPACT OF FAMILY VIOLENCE

MODULE TWO: UNDERSTANDING THE IMPACT OF FAMILY VIOLENCE

Estimated Duration: 45 minutes

Training Objectives:

- To familiarize participants with the different ways family violence impacts women, men, girls and boys
- To sensitize participants of the trauma associated with family violence
- To develop empathy in participants for victims of abuse and to motivate them to act on behalf of victims.
- To help participants to see why their role in detecting and reporting is critical in protecting victim and helping them to recover from family violence.

Materials and Resources:

1. PowerPoint presentation.
2. Projector, laptop, screen, good PA system, flipchart easel
3. Folders, pens, blank paper for note taking.
4. Brochures and handouts
5. Scenarios for Group Activity
6. Suggested filler activities (if needed):
 - a. Video on effects of trauma - <https://www.youtube.com/watch?v=7p1c1CBdxZM>
 - b. Word Relay Activity – Participants will be divided into two teams with equal number of members. A table with two sheets of shop paper side by side will be setup at the front of the room with a marker on each sheet. The marker will be the baton. Each team will line up one behind the other in front of each table. The facilitator will act as the umpire to start the race and keep time. Each team member will approach the table after the facilitator starts the race and write one word connected to the impact of violence on victims and then quickly pass the marker to the team member behind him/her to come forward to write their word. The team that finishes first with the most correct answers wins the relay.

Procedure:

- ◆ Set up the PowerPoint -Module 2 - The Impact of Family Violence.
- ◆ Go through the PowerPoint, explain the different types of impact. Refer back to experiences shared earlier as well as exercise 4 as to the different impacts of family violence.
- ◆ Show that the impacts are complex and life altering.
- ◆ This Module will occur just before lunch and the Group Activity at the end of the Module will be the first activity after lunch. Be sure to ensure that food arrives on time so that at the time appointed for the lunch break, there is a smooth transition. However, the facilitator should be flexible and if there is a delay in lunch do a short activity with the participants from the suggested filler activities above. It will be best to leave the group activity which is a role play until after lunch to allow for adequate time for group planning and demonstration.

Details of The Training Components and Background Information

A. IMPACT ON VICTIMS:

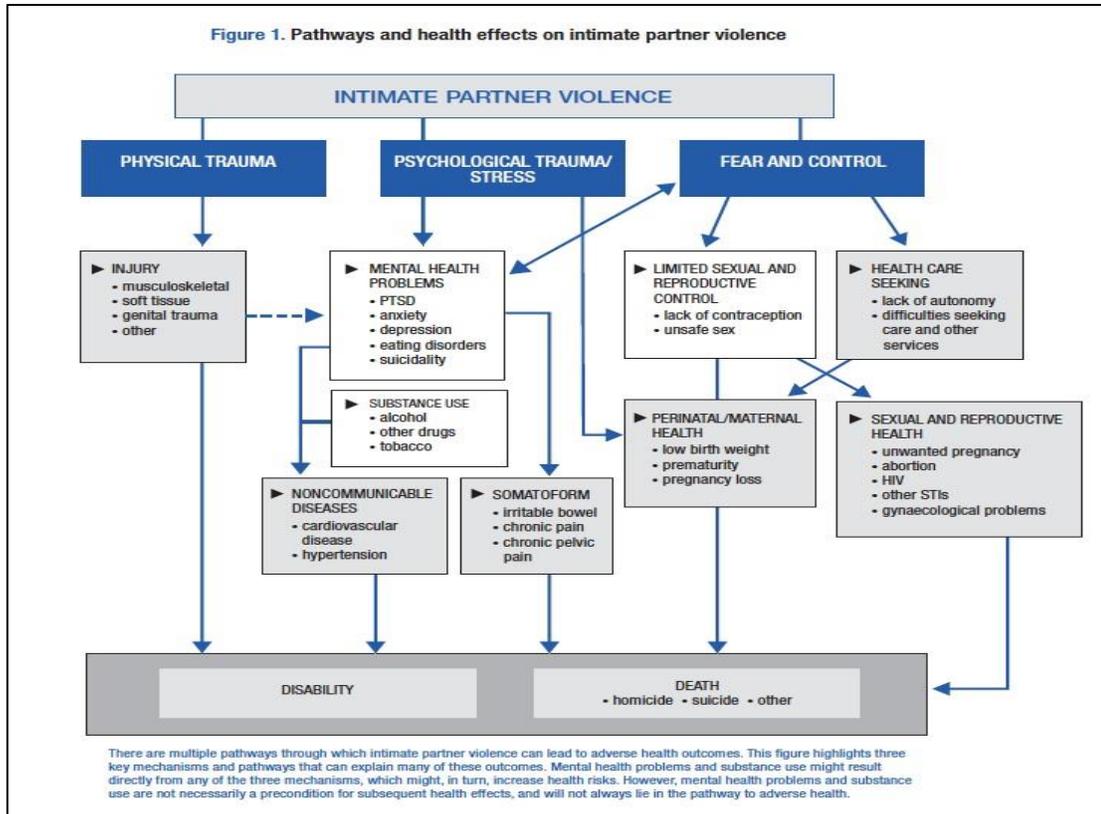
1. **Impact of Pre-existing conditions:** In many situations where family violence occurs the victim is already experiencing family dysfunction and breakdown of family support mechanisms. This family breakdown can leave victims feeling isolated and amplify emotional and psychological impacts of violence.
2. **The Emotional Impacts:**
 - Impact on self-esteem associated with feelings of shame and guilt.
 - Depression
 - Anxiety
 - Insomnia
 - Disruption of family if they are to be removed from their families.
 - Loss of Innocence (child abuse)
 - Loss of safety (domestic violence and child abuse).
 - Low self-esteem
3. **The Physical Impacts:** The physical impact will usually include medical conditions that may arise as a result of the sexual violence incidence such as:
 - Sexually Transmitted Diseases.
 - Inflammation of the ovaries/complications with pregnancies or abortions.
 - Wounds, cuts, bruises, injuries
 - Cervical cancer.
 - Drug addiction.
 - Suicide/Death.
 - Behavioural changes.
 - Sleep deprivation
 - Chronic pain
 - Negative feelings and reactions.
 - Phobias
 - Self-harm
4. **Social and Family Impact:** In addition, when the incident happened, they will not have supportive systems to turn to for support and help.
 - Fear of rejection/isolation.
 - Guilt, feelings of self-blame for the abuse happening.
 - Fear of being expelled from school or losing a job.
 - Fear of being blamed by the family or by the wider society
 - Social stigma at being a victim of violence or social stigma at being perceived to have failed at a relationship
 - Fear of talking to police and shame at sharing details of the violence.
 - Ending of relationship
 - Family breakdown and instability
 - Poor relationship skills

5. Legal Impacts:

- Guilt at giving evidence that sends a family member/provider to jail.
- Shame at having to retell graphic details of the abusive incident in public in Court.
- Fear that actions taken to defend self or children may cause them to lose a custody battle or to face legal proceedings.
- Lack of legal representation
- Confusion as to the legal process

4. Economic Impacts:

- Loss of breadwinner if the perpetrator is the breadwinner.
- Having to leave home for the sake of safety and relocate
- Physical or emotional impacts which may affect job performance and result in job loss or loss of promotion
- Cost of immediate and long-term medical treatment for any STDs or STIs contracted from perpetrator
- Cost of involvement in legal proceedings or having to get an attorney to secure occupation order or defend property rights against perpetrator

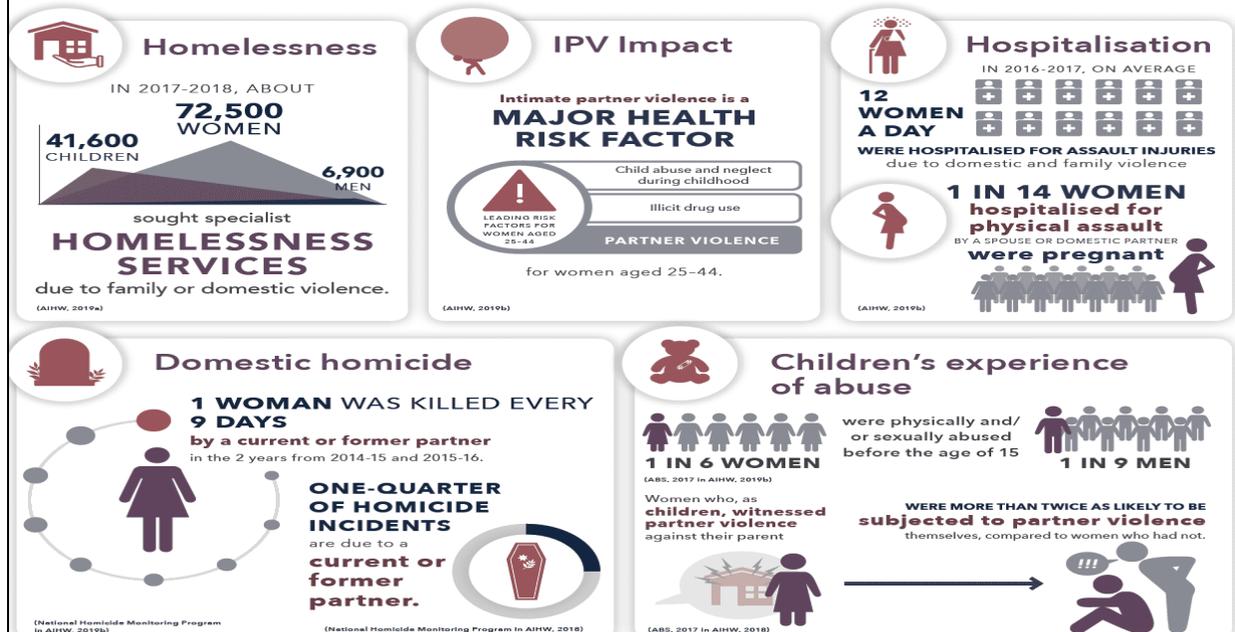


Source: Intimate Partner Violence and Drug Addicted Women, From Explicative Models to Gender-Oriented Treatment

B. IMPACTS ON THE COMMUNITY:

- Higher rates of alcohol and other drug use
- Higher rates of mental health issues
- Higher rates of un-attached and at-risk children
- Poor school and educational performances for youth
- Unstable families
- Lack of social cohesion in the community
- Loss of productivity from women who are stressed and not able to fully contribute

Impacts of family, domestic and sexual violence



Source: Fast Facts, Impacts of Family, Domestic and Sexual Violence, Arrows

Group Activity Four: Violence Impact Trees

The participants will be divided into 5 groups, each group will be given one of five types of abuse – physical, sexual, emotional/psychological, verbal, neglect/economic which will be the trunk of the tree. The group will then identify the root causes of this type of violence using the power and control wheel as well as the impacts of the violence. The root causes will be listed as the roots of the tree and the impacts will be listed as the leaves of the tree. The group will indicate impacts on victims and impacts on communities as the two branches that the leaves will be attached to.

MODULE THREE: NAVIGATING THE LEGAL PROTECTION FRAMEWORK

MODULE THREE: NAVIGATING THE LEGAL PROTECTION FRAMEWORK

Estimated Duration: 1 hour

Training Objectives:

- To provide the legal definitions for child abuse, commercial sexual exploitation of children and domestic violence.
- To highlight the important aspects of the international legal framework that establishes legal protections for victims of family violence
- To increase understanding of the local laws and legal procedures that exist to protect the rights of the victims of family violence including mandatory reporting and procedures for court proceedings

Materials and Resources:

1. PowerPoint Presentation
2. Projector, laptop, screen, good PA system, flipchart easel
3. Blank letter size copy paper, pencils
4. Printed copies of scenarios and handouts on excerpts from the law, handouts on child abuse, domestic violence and commercial sexual exploitation of children.

Procedure:

- ◆ Set up the PowerPoint -Module 3 - The Legal Framework
- ◆ Go through the PowerPoint, explain the difference and importance of international conventions and national legislation.
- ◆ Ask participants if any of them have had to report a suspected case of child abuse or assisted someone who had experienced domestic violence. Ask them what the experience was like, remind them not to reveal the identity of the victim in their response.
- ◆ Refer to handouts with excerpts of the laws. Discuss the laws, ascertain knowledge base of participants on the laws.

Details of The Training Components and Background Information

A. THE INTERNATIONAL LEGAL FRAMEWORK:

The International legal framework provides guidance to the Police on the Protection of the Rights of Victims of Sexual Violence. The two main conventions are the CEDAW convention and the CRC. Women and children who have been victims of sexual violence have experienced grave violations of their rights under these conventions. Police officers must be educated on the rights of victims and must protect those rights in their intervention.

B. THE NATIONAL LEGAL FRAMEWORK

1. The Families and Children (Child Abuse) (Reporting) Regulations

The Regulations defines child abuse as including "infliction on a child of physical, psychological, emotional or sexual harm, injury, abuse or exploitation and the abuse or neglect of a child."

Mandatory Reporting Requirements

- i. Mandatory reporting by schools and facilities caring for children:
- ii. Mandatory reporting by medical facilities
- iii. Voluntary reporting by members of the public

2. The Criminal Code Amendments of 2014.

The Amendments makes a number of changes to sexual offences in Belize. The Amendments redefines some offence and creates new offences and also places restrictions on consent.

a. Redefined offences include:

- i. Rape:* rape is now redefined to include male victims and to include female perpetrators.

- ii. ***Incest***: Incest has been redefined to include sexual activity between grandparents and grand-children, aunts, uncles, nieces, nephews, brother, sister, parent and child, and adoptive parents, stepparents, foster parents.
- iii. ***Carnal knowledge***: redefined to be the offences of unlawful sexual intercourse.

b. Restrictions on Consent:

Consent is also void under s.12 of the Criminal Code if:

- 1. the person consenting is under the age of 16,
- 2. obtained by deceit or duress,
- 3. obtained by undue exercise of any official, parental or other authority, and any such authority is exercised otherwise than in good faith for the purpose for which it is allowed by law is deemed to be unduly exercised,
- 4. given on behalf of a person by a parent or guardian who was not acting in good faith for the benefit of the person on whose behalf it is given,
- 5. given by reason of a mistake of fact (including mistake of identity or age of the other person).

c. New offences include:

- i. ***Sexual assault***: unlawful sexual activity with a child such as fondling, sexual touching.
- iv. ***Child exploitation***: paying for sexual services with children, procuring a child for sexual exploitation.
- v. ***Child pornography***: making or distribution child pornography.
- vi. ***Protection of persons with a disability***: special protection for persons with disability.
- vii. ***Penetration with objects***: akin to rape and may include penetration of non-genital orifices.

b. Other Offences:

- i. Murder

- ii. Harm
- iii. Wounding
- iv. Aggravated Assaults
- v. Criminal Neglect

3. Summary Jurisdiction (Offences) Act:

a. Offences include:

- i. Assault and battery
- ii. Assault upon children, women, and old, infirm or sickly persons.
- iii. Aggravated assaults causing wound, harm or maim
- iv. Violent or obscene language or disturbance of the peace
- v. Throwing stones or other missiles
- vi. Inciting animals to attack
- vii. Misuse of telephone and internet facilities and other telecommunications facilities
- viii. Setting fire to a dwelling house (arson)

4. The Commercial Sexual Exploitation of Children (Prohibition) Act.

The Act defines Commercial Sexual Exploitation of Children (CSEC) as the employment, hiring, use, persuasion, inducement or enticement or coercion of a child to engage in sexual activity or child pornography in exchange for money, gifts, goods or other benefit to the child or a third party. CSEC is a form of trafficking in persons.

a. Offences under the CSEC Act include:

- i. Child prostitution;
- ii. Facilitating prostitution by recruiting child or bringing the exploiter to the child;
- iii. Occupying or owning premises where CSEC happens
- iv. Offence of producing or distribution child pornography
- v. Offence of using children in indecent exhibitions or live nude shows
- vi. Organizing tourism for sexual activity with children

- vii. The Offences under the Act have extra-territorial jurisdiction which means that they are not affected by country where they took place, they can be prosecuted in any country where the perpetrator lives where there are similar laws.

b. Criminal Intervention by the Police may require charging for non-CSEC offences:

- i. In some cases, victims may not want to cooperate for fear of victimization
- ii. Police protection must be given to victims and families as available and as needed.
- iii. Where CSEC charges will not be laid for lack of evidence or other reason, police must take steps to protect adolescents from potential exploitation e.g.: by bringing charges for breaches of bar licenses where adolescents are found to be working at a bar or frequenting bars as clients
- iv. Prosecuting brothel operators and owners of premises where brothels exist
- v. Prosecution efforts will require co-ordination with DHS especially in interviewing victims and seeking their participation as witnesses

5. The Domestic Violence Act

a. Expands category of persons that may apply for Protection Order:

- i. Spouse
- ii. Child
- iii. Dependent
- iv. Parent/guardian
- v. Member of the household on behalf of another member
- vi. Police Officer
- vii. Social Welfare Officer
- viii. Officer from Women's Department

b. Powers of the Court

- i. Order compensation
- ii. Order return of property

- iii. Issue Protection Order
- iv. Order counseling
- v. Order restriction of use of firearm
- vi. Order distribution of property

c. Compensation Orders that can be made

- i. loss of earnings;
- ii. medical and dental expenses;
- iii. relocation and moving expenses;
- iv. accommodation expenses; and
- v. reasonable legal costs, including the cost of an application under this Act.
- vi. This is separate from any damages that the Applicant may recover in civil proceedings and does not prevent criminal charges

C. NAVIGATING THE LEGAL SYSTEM:

A. *Family Court Proceedings:*

All acts of family violence are subject to domestic violence proceedings to secure any measure available in the Family Court under the Domestic Violence Act or the Families and Children Act including:

- i. Protection Orders
- ii. Compensation Orders
- iii. Rehabilitation Orders
- iv. Custody/ Maintenance Orders
- v. Care Orders for Children

Family Court proceedings can be initiated in person as there is no requirement for legal representation. In practice, though it is advisable to secure the assistance of an Attorney to better navigate the process and to ensure a balanced response where the opposing side obtains legal counsel. Legal representation can be obtained at a reduced fee from

the Legal Aid Bureau. At the very least, applicants should seek consultation with an Attorney to understand the process that will be involved in filing proceedings and what to expect and how to prepare for Court hearings. Community advocates can play a key role in accompanying victims to Court, accompanying them to make Police reports, providing information on legal processes and walking alongside them as they navigate the legal system giving legal and emotional support.

B. *Criminal Prosecution:*

All cases of child abuse, commercial sexual exploitation of children and domestic violence also constitute crimes and criminal proceedings are available to ensure that the offender is brought to justice. Criminal proceedings can be initiated with a report to the Police and an indication that the victim wishes to press charges. Criminal proceedings may be initiated for any of the offences listed above under the Summary Jurisdiction Act, the Criminal Code or the Commercial Sexual Exploitation of Children (Prohibition) Act. Criminal proceedings will take place in the Magistrate Court (Summary Jurisdiction Offences) or in the Supreme Court. The Government appoints prosecutors to prosecute criminal cases and the prosecutor has the responsibility to communicate with the victim, secure their statement, prepare them for Court, ensure their protection, prepare them to give victim impact statements and advise them of the outcome of proceedings.

However, Criminal proceedings can be traumatic or stressful for victims and community advocates can play a key role in accompanying them to meetings with Prosecutors, accompanying them to Court, helping them to prepare for victim impact statements and helping them to secure psycho-social support and/or counseling and other recovery resources during and after the conclusion of legal proceedings.

C. *Civil Award of Damages*

In all cases where a person experiences loss from the actions of another, they may seek monetary compensation in the court through civil proceedings. In domestic violence case (whether the victim is a child or an adult), compensation may be sought as part of domestic violence proceedings to receive the compensation outlined above under the Domestic Violence Act.

Outside of those categories, other cases for wider categories of compensation must be brought in the Supreme Court and it is advised that the person seeking such compensation obtain the services of an Attorney-at-law.

D. Legal Separation or Divorce and Division of Matrimonial Property

Where the parties are married, a situation of domestic violence can constitute cruelty that can justify an application for legal separation or for divorce. An application for legal separation may be brought either in the Magistrate Court or the Supreme Court and should be combined with applications for custody of children and for maintenance and for division of matrimonial property. However, the categories for which property can be divided in the Magistrate Court is more limited than in the Supreme Court.

Applications for divorce must be brought in the Supreme Court and should also be combined with applications for custody, maintenance and distribution of matrimonial property.

Group Activity - Familiarity with laws

1. Ask participants to go back to their groups.
2. Give each participant a sheet of blank paper and pencils to write with.
3. Hand out the scenarios to each of the groups and a copy of handout with the excerpts from the laws to each group
4. Give the instructions as set out on the PowerPoint slide. Keep the slide up for the duration of the exercise. Give the participants 10 to 15 minutes to complete the exercise.
3. The presenter for each group will then report back to the general group as to their answer to the questions. Lead discussion on each presentation and ask for comments and feedback from the general group.

MODULE FOUR: COMMUNITY RESPONSE TO FAMILY VIOLENCE

MODULE FOUR: COMMUNITY RESPONSE TO FAMILY VIOLENCE

Estimated Duration: 1 hour

Training Objectives:

- To improve the capacity of community-based organization to better respond to family violence issues and incidents
- To strengthen the capacity of faith-based organizations to better respond to family violence issues and incidents
- To increase the capacity of community leaders to better respond to family violence issues and incidents

Materials and Resources:

1. PowerPoint Presentation
2. Projector, laptop, screen, good PA system, flipchart easel
3. Blank letter size copy paper, pencils
4. Printed copies of scenarios and handouts on excerpts from the law, handouts on child abuse, domestic violence and commercial sexual exploitation of children.

Procedure:

- ◆ Set up the PowerPoint -Module 4 – Community Responses to Family Violence
- ◆ Go through the PowerPoint, emphasize the role of community-organizations, faith-based organizations and community leaders in supporting victims at the community level.
- ◆ Emphasize the need to engage men especially in prevention efforts and the need for men to be community advocates to prevent and address violence.
- ◆ Highlight the importance of service delivery at the community level for both victims and perpetrators.

Details of The Training Components and Background Information**ROLE OF COMMUNITY-BASED ORGANIZATIONS**

Community-based organizations work in an independent setting where they are connected to the communities they serve. They may provide comprehensive services or one aspect of service delivery to victims, regardless of whether they choose to report the crime and participate in the criminal justice process. Community-based organizations also provide services before, during and after a criminal case. Services are also available when there is no criminal case at all.

DIFFERENCES BETWEEN SYSTEM-BASED AND COMMUNITY-BASED ADVOCACY	
Community-Based	System-Based
<ul style="list-style-type: none"> ○ Provide services to victims who report crime as well as those who don't. ○ Usually offer FREE services not only to direct victims but secondary victims as well. ○ Comprehensive advocacy (24 hour access, support groups, education, victim directed advocacy). ○ No limitation on services. Victim decides when services end. 	<ul style="list-style-type: none"> ○ Provide services to victims whose cases are processed through the criminal justice system. ○ Services specific to direct victim. ○ Advocacy specific to moving a victim through the system (information of court dates, case status, disposition and prosecutor goals). ○ Services limited to the length of the criminal justice process.

Source: Washington State Victim Support Services

Other Important Actions for Community-Based Organizations:

1. **Mapping and assessment of response mechanisms in the church and community:** A comprehensive mapping of the available resources in the community and their capabilities as well as what is required to access their services should be undertaken. This toolkit will be supported by a list of referral services for the districts to be prioritized for intervention, but it is important that each community-based organization develop a more localized list that victims can be referred to in their own communities to reduce cost and transportation barriers. It is also important that

community-based organizations know before-hand the cost of services and the procedures for accessing services so that they can explain these to clients.

2. ***Develop internal safety policies/ protocols to address family violence:*** Community-based organizations must have clear procedures for how they will address a situation of family violence that they become aware of. This toolkit will contain a sample simplified institutional policy that can be modified for the particular needs of the community-based organization. In addition, community-based organizations should train staff on how to work with clients to develop individualized safety plans for clients and how to help them to access services for help especially when clients are referred to other organizations for help.
3. ***Implement strategic interventions at the community level:*** Engage women and men in addressing root causes of family violence. Implement seminars and awareness raising activities using this toolkit. Also, establish programs to engage men in service delivery to male clients and also in conducting awareness raising and programs to address toxic masculinity and support programs for male victims.

ROLE OF FAITH-BASED ORGANIZATIONS:

1. ***Have the Pastor/Religious Leader regularly address the issue of family violence in religious services.*** It has been shown that if the Pastor/Religious Leader is the driving force, the majority of the church will get behind the idea. It is better for Pastor/Religious Leader to talk about family violence issues than having a guest speaker to do this. Some good times in the year when there can be a focus on family violence include; a) March, which is Women’s Month, b) October, which Domestic Violence Awareness Month, c) 25th November which is International Day for the elimination of violence against women, d) 20th November which is international Day of Children’s Rights, and e) November 25th – December 10th which is observed in Belize as 16 Days of Activism Against Domestic Violence. In addition, monthly tips in the service bulletin or tacked on the bulletin board can help maintain awareness.
2. ***Make the church or meeting place a safe place for everyone.*** Create opportunities for violence survivors to discuss their experiences and needs. Form support groups in collaboration with local sexual assault and domestic violence programs for women who desire faith- or spirituality-based healing. Make your church the place where hard truth is spoken and hope for healing is offered!
3. ***Encourage and engage men.*** In particular, male leaders in the church and community should be encouraged to speak out and use their influence to communicate intolerance for violence against women and children in all forms. Create men’s groups to educate and sensitize them, teaching anger management skills, communication tools and empathy.

4. **Offer Parenting Classes.** Coordinate with a knowledgeable local expert who can teach parenting skills and facilitate discussion for the parents.
5. **Partner with secular groups and organizations that advocate for child safety and the protection of women.** Speak out about the dangers faced and how the church can help non-church members to live in safety. Offer the church building as a training ground for outside groups to educate the community about child protection and family violence.
6. **Remember the youth and children in your church.** It's not solely the parents and adults that need to regularly be educated about abuse and violence, it's the youth and children as well. Encourage the youth group to deal with this issue and associated topics such as dating, boundaries, saying 'no,' physical and sexual development, etc. Provide age appropriate education for the younger children. CDF and other organizations can help provide material.
7. **Pay attention to the behaviors of the children and youth in your church!** Very often, children who are acting out by becoming involved in alcohol or drug use or who are engaged in other risky behaviour are reacting to pain they have experienced in only way they know how to numb the pain. That pain may be linked to experiences of violence against children or observing domestic violence in their home. See the problematic behavior as a symptom that something deeper is going on for them. Refer to outside professional resources when appropriate.
8. **Develop a Safety Protocol.** This should detail what happens when a church member or community person reaches out for help with leaving an abusive situation. Is there a person who can help facilitate making a suspected child abuse report? Is there someone who can house a woman who is being hurt? Can another provide transportation to the women's shelter? Can the church have clothing and food available for an emergency which requires a mom to leave her home quickly with her children? Include referrals to Legal Aid or an attorney so a person's rights are preserved.
9. **Counseling program.** Incorporate violence prevention themes in marriage and couples counseling programs. Ensure that prospective couples as well as existing couples have an appropriate understanding of domestic violence indicators and how to get help as well as how to assess the vulnerability factors for their relationship and set up a plan to work through any red flags. In addition, faith-based organizations should provide or have referrals to counseling programs for victims and counseling for abusers that utilized faith-based approaches for members who would prefer that and promote opportunities for members to be trained in psychosocial support and trauma counseling.
10. **Be willing to make a Suspected Child Abuse Report.** You are not required to investigate, gather evidence or anything else. If you SUSPECT abuse or domestic violence, you report it. You report who is the victim (name, age, address, what

happened & when {approximately} and who is the suspected abuser (name, age, address...) You report to either the police or call Human Services.

ROLE OF COMMUNITY LEADERS

Important actions for Community leaders and advocates

1. Understand the dynamics of your community, in particular the cultural, language and social barriers that victims may face in seeking help.
2. Learn how to navigate the legal system with victims as well as how to access appropriate psychos-social support.
3. Understand how to lead a victim to set up a safety plan and how to leave a situation of domestic violence safely.
4. Understand how to work with vulnerable underserved communities and how to make effective referrals to make access services for them.
5. Collaborate with community-based organizations and faith-based organizations to expand services and referrals for victims.
6. Understand the cultural dynamics of community groups in the areas you provide service and be sure that services are gender and culturally sensitive.

FOCUS OF SYSTEM-BASED AND COMMUNITY-BASED ADVOCATES	
Community-Based	System-Based
<ul style="list-style-type: none"> ○ Victim safety ○ Delivery of victim Rights ○ Victim empowerment ○ Victim restoration ○ Education of the community on victim needs 	<ul style="list-style-type: none"> ○ Victim safety ○ Access to justice system information ○ Access to case information ○ In-depth knowledge of system ○ Right to be present and heard in court proceedings

Source: Washington State Victim Support Services

Role of Community Leaders



Source: Prevention of Family Violence Toolkit PowerPoints, CDF

ADDITIONAL STRATEGIES FOR ENGAGING MEN

1. **Engage Men in Service Delivery:** There are men who are victims of domestic violence and there are boys who are victims of child abuse. It is important to ensure that male victims have appropriate access to gender sensitive service delivery. It is also important to have male voices in prevention and training efforts to dismantle notions that domestic violence is a woman's issue that women should fix. Men are important collaborators to send the message of zero tolerance for domestic violence to other men and also to model positive masculinity paradigms for other men.
2. **Discussion Spaces for Men:** Men should have safe spaces within the church and community to talk about issues concerning men and to explore male perceptions of masculinity and domestic violence and offer peer to peer mentoring to other men on prevention of domestic violence as well as to expand their understanding of gender equality. The facilitators of these discussion forums and safe spaces should have adequate knowledge of the issues.
3. **Training:** Seminars and community workshops should target men in communities on issues connected to masculinity, male socialization and ending violence against women.
4. **Youth Initiatives:** Developing safe spaces in schools for young men to critically examine and address factors that they have been exposed to that can lead to family, domestic, teen dating, gang and gender violence. These will provide age-specific conversations about manhood, male socialization, male accountability, gender equality, healthy and unhealthy dating relationships, sibling, and peer relationships.

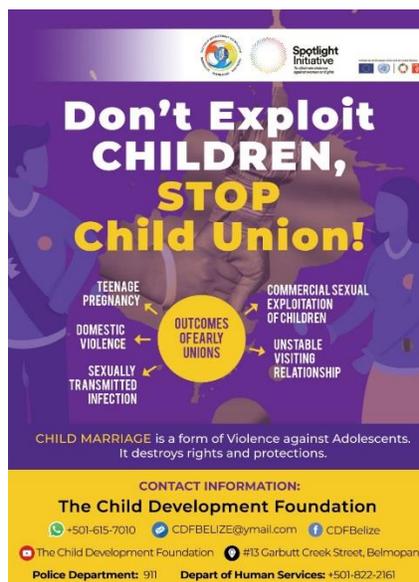
5. **Fatherhood Programs:** Communities and faith-based organizations should sponsor and implement activities for fathers and sons to connect and to learn positive parenting techniques as well as expand awareness on child abuse, domestic violence and gender equality issues.
6. **Batterers Programs:** Engage social service providers working with abusive parents and spouses to help them stop abusive cycles of behavior and help build and maintain amicable relationships, where appropriate, while keeping women, children, and men safe.

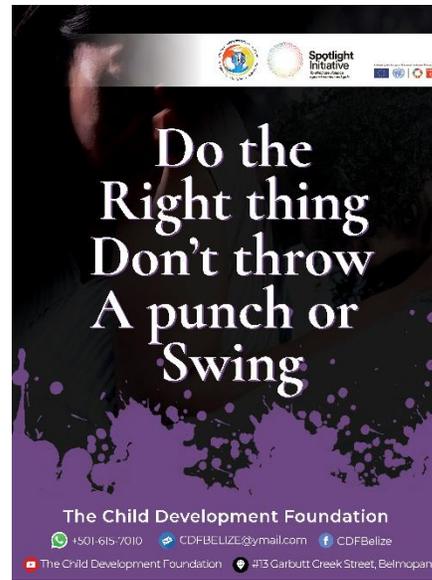
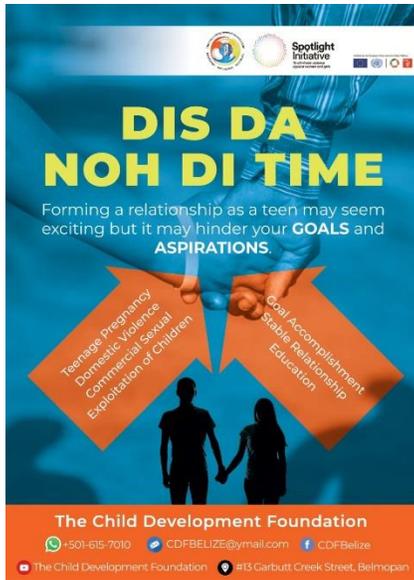
Key Messages
to
Communicate
to the
Community

- Women should not be silent about domestic violence. Seek help.
- Men should take the lead and not resolve disputes with their fists. Violence is not an effective way to resolve disagreements.
- There is no excuse for child abuse, children should not be harmed.
- We must stop early marriage and early unions. Don't pressure youths to enter relationships, they may become victims to dating violence or face other risks.
- Youths should remember that adolescence is a time to prepare for life, getting an education and building strong social networks, not the time to start a family.

Source: Prevention of Family Violence Toolkit PowerPoints, CDF

Sample CDF Posters for Communication Campaign





Final Workshop Activity

INDIVIDUAL ACTIVITY: HEAD, HEART, HANDS

- 1
Each person will be given 3 sets of post it notes (3 different colours)
- 2
On one colour write something that you learnt in today's session, on another colour write something you feel about what you learnt, on the third colour write something that you are going to do as a result of this training
- 3
Stick the note for what you learnt to the shop paper with the head, stick the notes for what you felt to the shop paper with the heart and stick the note for what you will do to the shop paper with the hands
- 4
Ask if anyone is willing to share some of the things that they wrote

Evaluations and Closing

Group activity

- ✓ Evaluation Sheets
- ▶ Go to the chat, click the link in the chat and complete the evaluation sheet while the video plays

MODULE FIVE: TOOLKIT TRAINING MATERIALS

Toolkit Training Materials:**1.Trainer's Guide****Trainer's Guide for Community Capacity Building on Prevention of Family Violence****Date:****Venue:****GOALS:**

- To provide equipping on the dynamics of family violence
- To improve understanding of the impact of family violence
- To increase capacity to understand and navigate the legal protection framework for family violence
- To engage community-based organization, faith-based organizations and community leaders on their role in preventing family violence and to present effective strategies for engaging men in the prevention of family violence

Materials Needed:

1. Newsprint (shop paper) or Chalkboard
2. Markers or chalk
3. Name Tags (optional)
4. Pens or pencils (one per participant)
5. Sheets of paper or note pads for participants to take notes
6. Registration Sheets, Evaluation sheets, Agendas
7. Folders, Brochures and handouts
8. Laptop
9. Projector
10. Flip chart
11. Flip Chart paper
12. Tape
13. Group Activity Materials
14. Scenarios

METHODOLOGICAL GUIDE:

(This resource is suitable to use in a general session of no more than 25 persons)

TOPICS	TIME	METHODOLOGY	REQUIRED MATERIALS
Registration of Participants	8:30 – 9:00		<ul style="list-style-type: none"> - Participant Sign-In Sheets
Opening Remarks/Welcome and Presentation of Participants/ Icebreaker	9:00 - 9:15	<ul style="list-style-type: none"> • Facilitator welcomes the participants to the workshop by describing the goals of the workshop and providing an overview of the day’s agenda and the goals of the training. • The facilitators introduce themselves and allow each participant to introduce themselves to the entire group. Introductions may be done with a fun and easy icebreaker to help participants relax and get to know one another before entering into the intensity of the workshop. • Example of an Icebreaker: Each of the participants are asked to introduce themselves to the person their left and find out 3 things about them. Give them 5 minutes to do that. Then each person introduces the person to their left. Introductions begin with the words, " I would like to present to the group • Ground Rules: Discuss and establish ground rules for the session e.g. no cell phone use; respecting each other’s opinions; non-judgmental safe space to share concerns and experiences. 	<ul style="list-style-type: none"> ✓ Agenda ✓ Ice breaker materials

PREVENTION OF FAMILY VIOLENCE TOOLKIT

TOPICS	TIME	METHODOLOGY	REQUIRED MATERIALS
<u>Pre-test</u>	9:15-9:30	Pre-test for participants to establish what is already known about the topic	✓ Printed pre-test
<u>Module One: Identifying the Dynamics of Family Violence : Part One – Types and Indicators of Violence</u>	9:30 – 10:00	PowerPoint Presentation Module 1 – Identifying the Dynamics of Family Violence Group Activity One: Begin the session with the activity on myths as set out in the PowerPoint. Identify which myth is the most challenging for the group.	✓ PP Presentation Module 1 ✓ Handouts on child abuse and domestic violence
<u>Module One: Identifying the Dynamics of Family Violence : Part Two – Power and Control, Gender Norms and the Cycle of Violence</u>	10:00-10:30	PowerPoint Presentation Module 1 – Part Two: Power and Control Wheel, Gender Norms and the Cycle of Violence Group Activity Two: Identifying Gender Norms and Messages	✓ PP Presentation Module 1 ✓ Handouts on cycle of violence and power and control wheel
<u>Coffee Break</u>	10:30 – 10:45	Snack, juice, coffee set-up	✓ Catering Services
<u>Group Activity Three</u>	10:45-11:15	Group Activity Three: Social Norms and Gender Inequality - Participants will be asked to stand socially distanced and to keep the two pieces of coloured paper handed to them and to listen to the statements being read. If they believe the statement is true, they will hold up the colour paper for true, if they believe the statement is false, they will each hold up the colour for false	✓ True/False Statement ✓ Post it or two sheets of cut coloured paper will be handed to each student. Identify one colour for true

PREVENTION OF FAMILY VIOLENCE TOOLKIT

TOPICS	TIME	METHODOLOGY	REQUIRED MATERIALS
			<p>and the other paper for false.</p> <ul style="list-style-type: none"> ✓ Explain which colour is true and which colour will represent false
<p><u>Module Two: Understanding the Impact of Family Violence</u></p> <ul style="list-style-type: none"> - Impact on Victims - Impact on Communities 	<p>11:15 – 12:00</p>	<p>PowerPoint presentation on Understanding the Impact of Family Violence</p> <p>Emphasize that the impacts show that all of us are impacted when domestic violence occurs</p>	<ul style="list-style-type: none"> ✓ PP presentation – Module 2 ✓ Handouts on impacts
<p>LUNCH</p>	<p>12:00-1:00PM</p>	<p>Individual lunches and juices</p>	<ul style="list-style-type: none"> ✓ Catering Services
<p><u>Group Activity Four</u></p>	<p>1:00 – 1:30</p>	<p>Group Activity : Violence Impact Trees</p> <p>The participants will be divided into 5 groups, each group will be given one of five types of abuse – physical, sexual, emotional/psychological, verbal, neglect/economic which will be the trunk of the tree. The group will then identify the root causes of this type of violence using the power and control wheel as well as the impacts of the violence. The root causes will be listed as the roots of the tree and the impacts will be listed as the leaves of the tree. The group will indicate</p>	<ul style="list-style-type: none"> ✓ Shop Paper ✓ Markers ✓ Tape

PREVENTION OF FAMILY VIOLENCE TOOLKIT

TOPICS	TIME	METHODOLOGY	REQUIRED MATERIALS
		impacts on victims and impacts on communities as the two branches that the leaves will be attached to.	
<p><u>Module Three: Navigating the Legal Protection Framework</u></p> <ul style="list-style-type: none"> -The International Legal Framework - The National Legal Framework - Navigating the Legal System 	1:30 – 2:15	Power Point Presentation Module Three – Navigating the Legal Protection Framework	<ul style="list-style-type: none"> ✓ PP Presentation Module 3 ✓ Handouts on laws
<p><u>Group Activity Five</u></p>	2:15 – 2:45	<p>Group Activity Five: Familiarity With the Laws</p> <p>Each group will discuss the scenario presented to them and discuss the questions pertaining to each case study as indicated on the PowerPoint and the laws that will be applicable. Each group will choose a presenter to present their findings</p>	<ul style="list-style-type: none"> ✓ Scenarios ✓ Notepaper ✓ Pens
<p><u>Module Four: Community Responses to Family Violence</u></p> <ul style="list-style-type: none"> - Role of Community-Based Organizations - Role of Faith-Based Organizations - Role of Community Leaders 	2:45-3:30	Power Point Presentation Module Four – Community Responses to Family Violence	<ul style="list-style-type: none"> ✓ PP Presentation Module 4 ✓ Assessment and Mapping Tools ✓ Sample Institutional Protocols

PREVENTION OF FAMILY VIOLENCE TOOLKIT

TOPICS	TIME	METHODOLOGY	REQUIRED MATERIALS
			✓ Sample Safety Plan
- Group Discussion : Additional Strategies for Engaging Men	3:30	Lead Discussion on additional strategies for engaging men, use the flip chart board to document the ideas being raised and have participants discuss in their groups how at least 3 of the ideas can be implemented in their settings. Have the groups present their ideas for implementation	✓ Training Toolkit Manual ✓ Flip chart board
<u>Post-test</u>	4:00-4:15	Post-test for participants to establish what additional knowledge has been acquired by participants	✓ Printed post-test
<u>WRAP UP AND Evaluation and Dismissal</u>	4:15	Questions Evaluation Wrap-Up	✓ Evaluation Sheet

2. Suggested Agenda

AGENDA

8:30	REGISTRATION
9:00	Welcome
	Ice Breaker
9:15	Pre-test
9:30	<u>Module One: Part One: Identifying the Dynamics of Family Violence</u>
	<ul style="list-style-type: none"> ▪ Types of Family Violence ▪ Indicators of Violence
	<u>GROUP ACTIVITY ONE: Discussion on Myths</u>
	<u>Module One: Part Two: Underlying Causes of Violence</u>
	<ul style="list-style-type: none"> ▪ Underlying Root Causes of Family Violence ▪ Gender, Cultural and Social Factors ▪ Power and Control Dynamics of Relationships ▪ The Cycle of Violence
10:15	<u>GROUP ACTIVITY TWO: Identifying Gender Norms</u>
10:30:	BREAK
10:45	<u>GROUP ACTIVITY TWO: Social Norms and Gender Equality</u>
11:15	<u>Module 2: Understanding the Impact of Family Violence</u>
	<ul style="list-style-type: none"> ▪ Impact on Victims ▪ Impact on Communities
12:00	LUNCH
1:00	<u>GROUP ACTIVITY THREE: Violence Impact Trees</u>

- 1:30 **Module 3: Navigating the Legal Protection Framework**
- International Legal Mechanisms
 - National Legal Mechanisms
 - Navigating the Legal System
- 2:15 **GROUP ACTIVITY FOUR: Familiarity with Laws**
- 2:45 **Module Four: COMMUNITY RESPONSES TO FAMILY VIOLENCE**
- Role of Community-Based Organizations
 - Role of Faith-Based Organizations
 - Role of Community Leaders
- 3:30 **GROUP ACTIVITY: DISCUSSION: Strategies for Engaging Men**
- 4:00 Post-test
- 4:15 -Wrap Up/Questions
- Evaluation Sheet
-Dismissal

3. Scenarios for Group Activity on the Laws

Group One:

A member of your village has made a report to you the Chairman that that one of neighbours, a child, works at night in the local bar as an exotic dancer. You know that the girl is 15 years old and has been living with her uncle, who is your neighbour, after the death of her uncle. The owner of the bar at one time was a former commissioner of police, whose wife is the Vice- Chair of your village council.

Group Two:

You are a community health worker conducting a health fair in your community giving information about STDs. There are children from the local high school at the fair. After your presentation, one of the girls from the school comes to you crying and says that she thinks that she has an STD because she has been sexually involved with her boyfriend who is 36 years old and she has the symptoms the nurse describes. The student is 16 years old and tells you that her boyfriend pays her school fees and the schools fees for her 2 sisters and her brother.

Group Three:

A report comes to the police station from L, a man known to the Police in the village where you are stationed. L is the operator of a local grocery shop and the report he makes is that he needs immediate police intervention as his wife is battering him. His wife is an Inspector in the Department. You are the officer on duty who takes the report. You have had negative interactions with her before.

Group Four:

While you were outside watering your plants you overhear your neighbor, P, cursing his son. You hear him tell the boy, K, several bad words and tell him that he is a dunce and will not amount to anything. You hear the sound of a slap and the sound of a child screaming, then you hear the mother rush into the room and yells at her husband, you hear him curse her and the sound of another slap and you hear her cry out. You know that P has a violent temper when he is drunk and from the sound of the cursing, he appears to be in one of his moods.

Group Five:

A local family in your church decides to take in an orphaned child, P, after both her parents died of HIV/AIDS. The child is cared for, given food, clothing and shelter like the rest of the children in the family. However, the mother now has a new-born baby and the family decide that P should now stay home and help with caring for the house and assist with the baby, even though they allow their own biological children of similar age as P to go to school.

Questions for the Group:

Is there a case of abuse in the scenario assigned to your group?

What type of abuse?

What laws would be applicable?

What legal recourse is available?

4. Sample Registration Sheet

Date: _____

No.	Name	Sex/Gender	Phone Number	Email Address	Organization
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					

5. Sample Evaluation Sheet

Date: _____

Location: _____

1) General Aspects

Using the scale below, please indicate your opinion about the following items by selecting one of the corresponding options:

	Very Good	Good	Fair	Poor	Very Poor
Usefulness and pertinence of workshop contents					
Presentation and handling of the topics					
Methodology					
Organization and logistics					

2) Please comment on the main strengths and weaknesses of this training workshop:

STRENGTHS	WEAKNESSES

3) What are some other training needs you wish to receive in future training sessions?

4) Please add any other comments. All are appreciated.

BIBLIOGRAPHY

1. GOB 2017. Children's Agenda. NCFC
2. GOB 2001, 2003 and 2011: Laws of Belize.
3. GOB 2019. Gender-Based Violence Report. Belize Crime Observatory
4. GOB 2016. MICS 2015-2016, Summary Report. SIB
5. GOB 2019. Roadmap to Accelerate Actions to End Child Marriage and Early Unions in Belize. UNFPA, NCFC. UNICEF
6. Our Watch 2016. Community-Based Prevention of Violence Against Women and Their Children. A Toolkit for Practitioners. Australia
7. UNICEF 2019. (Draft). Situational Analysis on Women and Children in Belize.
8. US State Department. Toolkit to End Violence Against Women: Chapter 12. Engaging Religious, Spiritual, and Faith-Based Groups and Organizations.
9. World Education Inc. 2012. Community Dialogues on Gender-Based Violence: Facilitator Guide. Tanzania. USAID
10. WHO 2009. Violence Prevention, the Evidence: Changing Social and Cultural Norms that Support Violence.
11. WHO (2013). Global and regional estimates of violence against women: Prevalence and health effects of intimate partner violence and non-partner sexual violence

APPENDICES

1. Individual Safety Plan

Planning to leave:

- If you want, tell a trusted family member or friend.
- Decide when it is the best time to leave.
 - You'll want to leave when the abuser is out of the house.
 - Have an escape route planned for each floor of the building.
- Keep a phone in a safe room that you can lock from the inside or try to have a cell phone on you at all times.
 - Turn off the cell phone GPS.
 - Don't use the check-in option on various phone aps such as Facebook or Twitter.
- Make a list of emergency phone numbers. Memorize important numbers.
 - Children should memorize phone numbers as well.
- Let your child's teacher and principal know enough about the situation so they can be prepared in case of a crisis. Ask them if they can agree not to release the children to the other parent.
- Work out a safe way to pick up children from school.
- Make a list of resources that are available to you.

Planning to stay:

- If you believe an argument might escalate:
 - Move away from rooms where there are sharp or possibly dangerous objects such as the kitchen or bathroom
 - Move to a room with a phone, which you can use to call for help
- Plan an easy escape and identify windows or doors you can use quickly and safely
- Decide a place where you can go to call the police (a neighbor, friend, or family member that you trust)
- Have a support network (friends, family, co-workers, or local domestic violence agencies). Let them know what is happening in your life.
- Have a code word you can use with friends or children so they know when they hear it, they should call for help
- Document all incidents of abuse. Take pictures of any injuries or destroyed property caused by the abuse.
- Questions to consider:
 - What have you done in the past that kept you safe when you were assaulted?
 - If you need to escape temporarily, where can you go?
 - Can you work out a plan with others to help when you leave or to call the police?
 - Can you safely remove weapons from the home?

2. Institutional Safety Protocols:

Sample Child Protection Policy and Procedures

This is a sample policy and should be read in conjunction with the associated Guidance notes in order to help ensure that you produce a policy and procedures that are suitable for your own organisation.

Introduction

This document does not form part of a contract of employment and may be changed from time to time in line with current best practice and statutory requirements. You will be consulted and advised of any changes as far in advance as possible of the change being made, unless the change is required by statute.

Members of staff have an important role to play in creating a positive and safe environment where children are concerned. The organisation further recognizes its responsibility to protect children; to recognize the possible signs of abuse or neglect; and if there is cause for disquiet, to report any issues to the committee member who has agreed to act as monitor for child protection issues.

This policy applies to all employees, volunteers and members of the Board.

Aims

The main aims of this policy are to:

- Set out the responsibilities of staff, volunteers and members of the Board in relation to Child Protection issues
- Define Child Abuse – to include bullying
- Ensure that children have the right to be protected from abuse and harm at all times and in all situations.
- Ensure that all staff are aware that Child Protection is the responsibility of every adult who has involvement with children
- Provide information on the ways in which abuse or neglect may present in the child

Responsibilities

Responsibility for developing and maintaining a child-safe environment rests with everyone at some level.

Directorate responsibilities

Ensure that this policy is communicated to all staff, volunteers and members of the Board

Ensure that the policy and procedures are adhered to by all staff, volunteers and members of the Board

Manager/Leader’s responsibilities:

Provide appropriate guidance and support to members of staff who report childcare concerns

To maintain confidential records in relation to any allegations and the effectiveness of the response in relation to these allegations and in keeping with the terms of this policy

To maintain communication links with other leaders in the organization at all times

Understand, explain and promote the policy to their staff

Encourage staff to raise any concerns they have regarding bullying and/or other forms of child abuse

Be responsive and supportive to any employee who so raises a concern

Staff and Volunteer’s Responsibilities:

Familiarize themselves with this policy and procedures

Raise any concerns they have relating to bullying or child abuse at the earliest opportunity

Advise their line manager immediately if they are under suspicion or accused of any conduct which may affect their suitability to work with children

Definitions

Child protection

The Families and Children Act, Chapter 173 of the Laws of Belize states that each child has the right to protection from all forms of abuse, neglect or exploitation.

It also states that children should have the right to express their views on any issues or decisions affecting them.

Bullying

- Bullying may be characterized as offensive, intimidating, malicious or insulting behavior, an abuse or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient.
- Bullying is an unacceptable form of behavior through which a child/ young person or groups feel threatened, abused or undermined by another individual or group.
- Bullying is behavior that can be defined as a repeated attack of a physical, psychological, social or verbal nature by those who are able to exert influence over others.
- Bullying can take many forms. It may include physical aggression, intimidation, threatening, extorting, pressuring, name-calling or teasing.

- Less obvious examples such as ignoring or excluding someone are also regarded as bullying and their possible effects should not be minimized.
- Bullying can cause stress and can affect a child's health.

Child abuse

The formal definition of Child Abuse is:

“child abuse” includes but is not limited to the infliction on a child of physical, psychological, emotional or sexual harm, injury, abuse or exploitation, and the ill-treatment or neglect of a child”

[Reference; Families and Children (Mandatory Reporting) Regulations].

**n.b. This means children at risk through either something a person has done to them OR something a person is failing to do for them.*

Types of Abuse

Physical Injury

Actual or attempted physical injury to a child, including the administration of toxic substances, where there is knowledge, or reasonable suspicion, that the injury was inflicted or knowingly not prevented.

Sexual Abuse

Any child may be deemed to have been sexually abused when any person(s), by design or neglect, exploits the child, directly or indirectly, in any activity intended to lead to the sexual arousal or other forms of gratification of that person or any other person(s) including organized networks. This definition holds, whether or not there has been genital contact and whether or not the child is said to have initiated, or consented to, the behavior.

Emotional Abuse

Failure to provide for the child's basic emotional needs, such as to have a severe effect on the behavior and development of the child.

Physical Neglect

This occurs when a child's essential needs are not met, and this is likely to cause impairment to physical health and development. Such needs include food, clothing, cleanliness, shelter and warmth. A lack of appropriate care, including deprivation of access to health care, may result in persistent or severe exposure, through negligence, to circumstances which endanger the child.

Recognition of Abuse

- Possible indicators of physical injury are bruises, particularly bruises of a regular shape which may indicate the use of an implement such as a strap, or the marks of a hand, lacerations, bite marks or burns
- Possible indicators of physical neglect are inadequate clothing, poor growth, poor hunger, poor hygiene
- Possible indicators of emotional abuse are excessive dependence, attention seeking, and self-harming
- Possible indicators of sexual abuse are physical signs such as bruises, scratches or bite marks to thighs or genital areas; or behaviors such as precocity, withdrawal or inappropriate sexual behavior

Note:

Such symptoms may be due to a variety of other causes such as bereavement, domestic violence or changes in family circumstances. However, they may be due to child abuse.

No list of symptoms can be exhaustive. Also, alternative medical, psychological or social explanations may exist for the signs and symptoms described. In particular bruises to the legs are often accidental.

Child Protection Procedures

Child protection should not be treated in isolation – it will be necessary to take on board guidance given by the local Department of Human Services and to address the recruitment and selection of volunteers and paid employees by doing the following:

Administrative procedures

1. We accept that it is our responsibility as an organisation/group to check that all adults with substantial access to children have been appropriately vetted.
2. We will ensure that every new volunteer or member of staff will provide a full personal profile.
3. We will make a request for previous addresses on volunteer/ job application forms.
4. We will ask for the names of two referees who will be prepared to provide a written reference.
5. We will follow up each reference with a telephone call or personal contact during which we will discuss the applicant's suitability to work with children. A record of this discussion will be kept in the applicant's file).
6. We will interview all prospective volunteers and staff.
7. We will note at interview all previous experience of volunteers and staff in working with children.
8. We will carry out a probationary period for all volunteers and staff of at least 3 months.

9. We will hold a register of every child involved with the organisation/group including relevant medical details and have a contact name and number close to hand in case of emergencies.

Behavioral Procedures

Every child, regardless of age, has at all times and in all situations a right to feel safe and protected from any situation or practice that results in a child being physically or psychologically damaged. In our organisation if we have suspicions about a child's physical, sexual or emotional well-being, we will take action.

Volunteers and staff must, at all times:

1. Acknowledge the age group they work with.
2. Where possible consider activities, which involve more than one adult being present or at least within sight and hearing of others.
3. Be aware that someone else might misinterpret actions even if they are well-intentioned
4. Provide time for children to talk to us
5. Encourage children to respect and care for others
6. Take action to stop any inappropriate verbal or physical behavior;
7. Have an organizational/group policy for the collection of children after meetings have finished;
8. Respect a child's right to personal privacy
9. Never trivialize or exaggerate child abuse issues;
10. Refrain from interrogating or questioning a child other than to clarify understanding. (If the matter is to be investigated further it will be so done by trained professionals).
11. Be honest - in that you may have to talk to someone else who can help
12. Remain calm, no matter how difficult it is to listen to the child
13. Listen to the child - **REALLY LISTEN** - taking what they say seriously.
14. Share concerns with the committee member who has agreed to monitor child protection issues
15. Remember to REFER not INVESTIGATE any suspicions or allegations about abuse;
16. Only share concerns and seek support from those identified in the organization's child protection policy;
17. Complete the vetting checklist.

If the situation is clearly an urgent case, the child is too frightened to go home or we have very serious doubts about the child's safety, we will contact the Department of Human

Services or the Police immediately. It is important that all volunteers and staff communicate concerns accurately as described below:

- a. Upon suspicions being raised, or on the receipt of any information from a child, it is necessary to record what has been seen, heard or known of at the time the event occurs.
- b. Share these concerns with the monitor for the organisation/group and agree action to be taken
- c. Always **REFER never INVESTIGATE** any suspicions or allegations about abuse

If we have concerns, we must act - it may be the final piece of the jigsaw that is needed to protect that child or we may prevent other children from being hurt.

Both the Department of Human Services and Police Station telephone numbers are to be found in your local telephone directory. Please note them below:

Department of Human Services.....227-7451

Police Station:222-2221

End of procedures

3. ASSESSMENT AND MAPPING TOOL

COMMUNITY CAPACITY INVENTORY

Here's a preliminary inventory of community capacities that may be found in your community. Check those that exist and write the contact phone number and location of the service.

GRASSROOTS OR CITIZENS' ASSOCIATIONS

All local neighbourhood organizations
 Community centers
 Women's groups
 Youth groups
 Seniors' groups
 Sports groups
 Village Council

INSTITUTIONS

Local schools
 Public hospitals or clinics
 Community health workers
 Police officers and other emergency personnel
 Parks and recreational facilities

COMMUNITY-BASED ORGANIZATIONS

Substance abuse advocates
 Food Assistance and homeless service providers
 Domestic violence shelters
 Religious Organizations/Groups
 Counsellors
 Advocacy groups for environment, safety, etc.

PRIVATE SECTOR

Banks
 Supermarkets
 Pharmacies
 Gas Stations
 Restaurants
 Hotels
 Businessmen's/businesswomen's associations

Target POPULATIONS

Immigrant populations
 Indigent Populations
 At risk Families
 Youth