

**REPUBLIC OF RWANDA**



**OFFICE OF THE PRIME MINISTER**

**MINISTRY OF GENDER AND FAMILY  
PROMOTION**

**GENDER BASED VIOLENCE TRAINING  
*MODULE***

**DEVELOPED BY**

**MINISTRY OF GENDER AND FAMILY  
PROMOTION**

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## List of abbreviations and acronyms

AIDS.....	Acquired Immune Deficiency Syndrome
CARE.....	Cooperative for Assistance and Relief Everywhere
CD.....	Copied Disquettes
CEDAW.....	Convention on Elimination of all forms of Discrimination Against Women
e.g.....	For Example
etc. ....	Etcetera
GOR.....	Government of Rwanda
GBV.....	Gender Based Violence
i.e.....	That is to say
SGBV.....	Sexual and Gender Based Violence
HIV.....	Human Immune Virus
MIGEPROF.....	Ministry of Gender and Family Promotion
MINISANTE.....	Ministry of Health
NGO.....	Non Governmental Organization
NWC.....	National Women Council
RWAMREC.....	Rwanda Men's Ressource Centre
RNP.....	Rwanda National Police
UN.....	United Nations
UNFPA.....	United Nations Population Fund
USAID.....	United States Agency for International Development
UNSCR.....	United Nations Security Council Resolution
Vs.....	Versus
%.....	Percentage

## **Acknowledgement**

This training module aims to promote critical reflection among men, women boys and girls to understand and challenge gender inequitable norms in an effort to fight, prevent and manage gender based violence. It is an important tool for facilitators and trainers and other program implementers within and outside Rwanda and relies on existing training modules prepared by different Government institutions and civil society organizations including UNICEF, CARE international, USAID Higa Ubeho, IntraHealth International and Ministry of Health.

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Dr. Jeanne D'Arc MUJAWAMARIYA

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## Introduction

This document is a national tool for training of trainers on GBV prevention and response. The users are organizations working with MIGEPROF for preventing, managing and ending gender based violence among the community. This module combines the main elements developed by different institutions in already existing training modules, such as MIGEPROF, UNICEF, IntraHealth International, CARE International, USAID Higa Ubeho and Ministry of health.

It is meant to avail a common tool for all stakeholders who are involved in this domain so that messages given, methodology, objectives will be harmonized.

GBV is observed at the community level and different initiatives were set up at community level to fight GBV: the anti GBV Committees, the anti GBV clubs, the role played by the National Women Council (NWC). Those institutions should have a common understanding and be able to give similar information on GBV prevention and response. GBV is still a big problem, even though there are a variety of stakeholders who work day by day to mitigate it. The Rwandan Government has shown a very strong political will to prevent and to fight GBV, amongst others, through the ratification of the Convention on Elimination of all forms of Discrimination Against Women which led to the promulgation of the 2008 law preventing and punishing GBV.

The main objective of this module is to help trainers to mobilize the community on issues related to gender-based violence and the benefits of working together for the prevention and response to GBV. Stakeholders in community who work on Gender-based violence, Anti Gender-based violence committees and clubs, will benefit from this module.

## Background

The genocide of 1994 was marked by horrific forms of violence particularly against girls and women; rape was part of the genocidal plan and part of the systematic degradation of women and of girls. At the same time many children were made vulnerable as orphans and virtually children were witnesses to violence.

Sixteen years later, gender based violence along with other forms of violence directed at children continue to dominate the landscape of Rwanda. HIV & AIDS and extreme poverty exacerbate the impact of violence on communities, and contribute to violence.

Too often, however, the statistics on reported cases of violence (e.g. gender based violence, physical abuse, denial of property rights, and child labour) tell a different story, one which flies in the face of the fact that Rwanda is a signatory to the various international conventions, has its own protective legislation for children, has the highest number of female parliamentarians in the world, and a commitment to local government which is empowered to act on behalf of those most vulnerable.

Issues of safety and security are basic human rights, and yet many women, young people and very young children in Rwanda are unable to realize the full extent of their rights. Threats to their health and well being, to their rights to education, and to their legal and economic rights as a result of gender based violence and other forms of violence potentially limit their further awareness of the rights guaranteed to them within the Constitution of Rwanda.

Rwanda has drawn up strong human rights legislation and as well is a signatory to specific international conventions which under gird the lives of women and children. These mechanisms should ensure that all citizens can live an existence free of physical and sexual abuse, with access to property rights, and to all of the medical, educational and judicial systems that are in place in the society.

The Government of Rwanda (GOR) recognizes the myriad varieties of GBV and the physical, biological, psychological, and social consequences for women and girls, as well as their families and communities. Ensuring the rights of women, who lead more than a third of Rwanda's households, is essential to

national stability, especially during post-genocide reconstruction. The Rwandan Constitution recognizes the importance of gender equality and the need for specific legal provisions ensuring women's equal protection under the law, including freedom of movement, right to property, freedom of employment, and access to elective offices.

Despite the efforts of the Rwandan government to fight GBV, persisting social norms and customary laws that place women at a socio-economic disadvantage, and the significant stigma and discrimination that accompany rape and domestic violence, limit the ability of Rwandan society to address GBV.

The work of various stakeholders including local and international organizations can provide necessary grassroots efforts to address GBV on multiple levels, other than just criminal prosecution, such as treatment of victims, changing harmful social norms and behaviors, and legal assistance. However, the extent to which development actors collaborate and are coordinated in their efforts to combat GBV can determine the effectiveness and efficiency of these activities.

**Glossary of key terms** (mainly adapted from the law no 59/2008 on prevention and punishment of gender based violence in Rwanda)

<b>Term</b>	<b>Definition</b>
<b>Adultery*</b>	The fact of having sex with a person who is married to someone else
<b>Child</b>	Any human being from conception to the age of eighteen years
<b>Child abuse</b>	The physical, psychological, or sexual maltreatment of a child
<b>Concubinage*</b>	The fact that two people live together permanently as if they were spouses though they are not married while one of them is legally married
<b>Conjugal rape*</b>	Coercing a spouse into sexual relations without that spouse's consent, by way of force, intimidation or other means
<b>Domestic violence</b>	Physical, sexual, or psychological harm by one party against another within the definition of a domestic relationship (affiliation by birth, blood, co-habitation, marriage, love, shared parenthood)
<b>Elderly*</b>	Any person above sixty five (65) years of age
<b>Forcible abduction*</b>	Abduction of someone by force or fraud for the purpose of marital union
<b>Gender based</b>	Gender based violence is defined as any act that results in a bodily, psychological, sexual

<b>violence* /Sexual and gender based violence</b>	and economic harm to somebody just because they are female or male. Such act results in the deprivation of freedom and negative consequences. This violence may be exercised within or outside households
<b>Harassment*</b>	Putting someone in unrest condition by persecuting, nagging, scorning or insulting him/her or other persons or things that are dear to that person
<b>Indecency*</b>	Acts or behaviour different from good morals and politeness, degrading human being
<b>Marriage*</b>	Contract entered between a man and a woman in accordance with the law
<b>Polygamy*</b>	The fact that one person marries a second spouse while the marriage with the first one is still valid
<b>Rape*</b>	The fact that a person is involved into sexual intercourse without consent of the other person, by force, intimidation, or other means
<b>Sexual slavery aimed at achieving self-satisfaction</b>	Using influential authority, economic power or any other ways of achieving sexual satisfaction for one self without the other person's consent
<b>Sexual violence</b>	Any sexual act, attempt to obtain a sexual act, or acts to traffic for sexual purposes, directed against a person using coercion, and unwanted sexual comments, harassment or advances made by any person regardless of their relationship to the victim, in any

<p><b>Survivor/ Victim (of GBV)**</b></p>	<p>setting, including but not limited to home and work. Sexual violence refers to treating people as an object for sexual purposes and violation of that which is sexual or sexualised</p> <p>Person who has experienced gender-based violence. The terms "victim" and survivor can be used interchangeably. "Victim" is a term often used in the legal and medical sectors. "Survivor" is the term generally preferred in the psychological and social support sectors because it implies resiliency</p>
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Sources:

\*) Law no 59/2008 on prevention and punishment of gender based violence in Rwanda

\*\*\*) International Planned Parenthood Federation Tools, 2010

## **PART 1: GENERAL INTRODUCTION**

## Activity 1.1: Welcome and Introductions

### Objectives:

- To help the facilitator(s) to introduce him/her self/themselves and get to know the participants
- To help the participants get to know each other
- To build trust and develop a safe environment for the duration of the workshop

**Duration: 10min**

### Instructions:

Begin the workshop by greeting participants. Introduce yourself and any other workshop staff working with you. If the workshop is being hosted by an organization, this one should make a few remarks to open the workshop and welcome participants. Some ideas to elicit a sense of who is in the learning community include:

- Give an index card to each participant. Ask each individual to answer the question "Who am I". To begin the exercise, participants should draw a circle and write their name inside the circle. Now ask the participant to draw out as many lines from the circle and for each line they draw they should write something which describes them. They should try and highlight those aspects about themselves that they feel that no one in the room may know about;
- Give the participants 5 minutes to complete the identity circle. Then ask each individual to share their identity list with the larger group.
- Ask the participants to break into smaller groups and identify the major similarities and the differences in the group.
  - What are the similarities in the group?
  - What are the differences in the group?
- Ask the participants to return in the plenary and discuss:
  - Was any one exactly the same as other?
  - Did you find differences that surprised you?

**Facilitator notes:** Highlight it for the participants that no one has a single identity. Different experiences in our lives make us who we are; we perform different roles in different contexts and have multiple identities. When we describe ourselves we resort to different identities but often when we meet others, we tend to focus on one or two key identities. As a supervisor, or manager, or driver, or a friend or belonging to a particular community. We tend to stereotype people.

## **Activity 1.2: Training goals and expectations**

### **Objectives:**

At the end of the session, participants will be able to:

- Describe the objectives and agenda of the workshop
- Share their institutional affiliation and their expectations for the workshop
- Answer a series of basic questions concerning knowledge and attitudes relating to violence based on gender.

**Duration: 10min**

### **Instructions**

1. Ask participants to stand in a circle or in any other position that facilitates interaction (without tables if practical)
2. Ask each participant to introduce her/himself, identify the organization and / or department where (s) he works and, ask a question about GBV (s)he wants to know before the end of the workshop. Make a list of questions and see how they will be treated (or not) during the workshop
3. Review the objectives of the workshop and the program included in the participant workbook. Explain the agenda and review the content and organization of the participant workbook. Spend a few minutes for any questions and suggestions.

## Activity 1.3 Setting ground rules

**Objective:** To determine how we will be together during the workshop and what the expectations are about how we behave in order to create our own safe space and unique culture for dialogue.

**Duration:** 10min

### Instructions

Highlight the importance of creating an environment of trust. This workshop is a good way to hold one another accountable to foster safe space.

1. Highlight that these norms create the workshop climate. Elicit norms or ground rules from the group to agree on and hold each other accountable for. Participants should call out their suggestions while you chart them. To save time you may also have a prepared list of proposed ground rules on a flipchart.

### Facilitator notes

There is a subtle question of agreement to be considered in this exercise. Just because someone makes a suggestion and it gets charted does not mean there is full agreement. You need to be sensitive to this, and if there are any suggestions that might not be agreeable or fully understood by everyone, you need to ask for suggestions so that the full group comes to consensus. These ground rules are especially important to discuss:

- a) **Listening:** Participants should listen with a desire to learn, and respect each voice in the room
- b) **Empathy:** Participants should seek to put themselves in the experience of others
- c) **Confidentiality:** Participants should share their experience with others outside the workshop, but should not attribute names to anything said or done during the workshop.
- d) **People may speak in their own language (with translation following):** Highlight that this is to honor the richness of languages present in the room, and also to relieve some of the stress for people whose first language is not the primary language used in the workshop.

#### Ground Rules

- Listening
- Empathy
- Confidentiality
- Right to speak in own language
- Avoid unnecessary movements
- Phones in silent mode
- Respect time

## **Activity 1.4. Pre-test**

### **Objective**

To assess participants' level of knowledge on GBV in order to adapt the content of the training to the current level

**Duration:** 15 minutes

**Methodology:** Using the questionnaire for completing

**Materials:** Questionnaires, handout and pens

### **Instructions**

- Have enough questionnaires and pens for all participants
- Ask participants to complete a brief anonymous questionnaire that they will place in a folder or envelope once they have completed it

## HANDOUT 1: KNOWLEDGE ABOUT GENDER BASED VIOLENCE

### QUESTIONS 1-7: Use true or false

1. Gender refers to the natural differences that separate men and women.
2. In general, these differences are permanent and universal.
3. The majority of victims of gender-based violence know the institutions or agencies that support victims of gender-based violence.
4. Domestic violence occurs in all cultures of the world.
5. Violence based on gender is an obstacle to the development of human resources.
6. Sexual violence is a response to a man's sexual desires.
7. If a woman is beaten, she is responsible.

### 8. Multiple choice. Circle all correct answers

8. Which of the following is a form of gender based violence?
  - a. A man who traumatized his wife verbally
  - b. A man who hits his wife
  - c. A husband who forces his wife to have sexual intercourse against the will of his wife
  - d. A man who does not allow his wife to seek employment
9. Circle all the consequences of violence based on gender:
  - a. HIV infection
  - b. Suicide
  - c. poverty due to high expenses of medical care
  - d. Post-traumatic stress disorder
  - e. Declining well-being of children
10. Circle all barriers preventing victims of gender-based violence to seek help:
  - a. Fear of consequences for themselves and their families
  - b. The welcome received at Health Services, the police or the justice
  - c. Modesty and shame to reveal
  - d. Economic Dependence
  - e. Lack of laws protecting victims and/or lack of knowledge of the existing laws protecting victims

**PART 2:**  
**UNDERSTANDING THE CONCEPT OF**  
**GBV**

## Session 1.1: Definition of GBV

### Objective

At the end of the session, participants will be able to:

- Explain the definition of gender based violence and its prevalence in Rwanda
- Identify the different types of gender-based violence
- Determine the consequences of GBV on the victim's health, wealth, on human rights and on the well-being in general; on the family and the whole society
- Describe the national policy of prevention, care and protection of victims of GBV

**Duration:** 1.5 hours

**Methodology:** Brainstorming, sketch, group discussion, exercise

**Material:** flip charts, markers

### Instructions

- Ensure that participants have all material they need
- Review the PowerPoint presentation or notes prepared on flipcharts
- Make enough copies of the presentation to be circulated to participants

### Exercise 1:

- 1) Participants are divided into 2 groups; one for men another for women.
- 2) Ask each group to find out all different kinds of violence that men and women face in Rwandan context.
- 3) During the plenary, participants will show different types of violence faced mostly by women/men

Encourage participants to think about the different types of acts that can be violent in nature and recognize that violence can be physical, psychological, sexual and economic.

Ask participants to think about the different types of violence they may observe in their communities, including in private spaces (as in the home) and in public spaces (in the street, at the workplace, etc).

Ask participants to write their answers on the board. The facilitator can also ask participants to write their answers on cards which they will display on the wall.

Ask the group if all acts of violence are similar, what are the differences between them, what types of violence women and girls may suffer more than men and boys. Ask why these differences exist. If using cards, you can group them according to the type of violence (physical, psychological, sexual or economic), or the type of violence suffered most often by women and girls, those who are experienced more by men and boys and those that affect both sexes at equal level.

**Step 2:** (30 min) Use power point presentation or prepared presentation on flipcharts. Distribute copies of the presentation and show the presentation on the definition, prevalence and consequences of GBV.

**Step 3:** (15-30 min) Discussion. Facilitate a conversation around the topics presented. If this sounds useful, you might ask participants to share their knowledge on other sources of data on national and local characteristics and the prevalence and consequences of GBV.

**Facilitator notes:**

- Gender based violence is a public, not a private issue that needs attention.
- The root cause of gender based violence is the imbalance of power in relationships between men and women
- Gender based violence hurts everyone not just women
- Women experience gender based violence more than men
- Women experience different types of gender based violence (i.e. physical, psychological, sexual, and economic).
- Everyone has a right to live free of violence

## **Exercise 2:**

### **Objectives**

- To recognize and explain each form of violence
- To categorize each type of violence

**Methodology:** case studies, presentation, group work,

**Time:** 45 minutes

**Material required:** flip chart, markers, projector, screen, old clothes, radio recorder (cassette) and CD.

### ***Instruction***

1. The participants are asked to sit in a circle or in any other position that facilitates interaction and form three groups
2. Ask the participants to watch different scenes related to GBV
3. After watching each scene, ask participants to discover from the scene the type of violence.
4. The facilitator reads a story; participants listen actively and find the types of violence from the story.
5. The facilitator will guide the comments to reflect the types of GBV in general and specific cases of GBV in Rwanda.
6. The facilitator plays a radio cassette/CD with songs or music featuring GBV for the participants to listen and recognize forms of violence and categorise them.
7. After 15 minutes, the groups present findings to plenary session.
8. Participants ask clarification questions.
9. Facilitator summarizes and adds key important elements that have not been elaborated.

## HANDOUT 2: CASE STUDY: RUTABIKANGWA'S FAMILY

Rutabikangwa is a man who lives with his wife in NYAMITIRIMO. They have 14 children (girls and boys). He likes to drink alcohol and often when he goes for cultivation with his wife, he lacks energy for work. One day, after cultivation work, he collected firewood and with very ruthless words addressed to his wife who was as tired as him, he gave her the collected firewood and reminded her to not forget to carry home also his hoe as he high-minded went to the cabaret to discuss with colleagues and drink alcohol.

Around 8:00 p.m, Rutabikangwa comes home and finds his daughter NYIRANKUMI occupied doing her homework quietly; he hits her because the goats are once again outside, while he pulls for unknown reasons his son by the arm who falls on the floor. Rutabikangwa enters the house, hits his wife and asks her for food. The wife with a generous voice and full of anxiety rows a stool that she directs to her husband while saying words like "go yourself to look for the food, leave me alone, I am very tired. We don't have anything to eat; our daughter has been sent back from school for lack of education fees, you sold our goat but we are unaware of the destination of money". "I remind you that it is my goat and that you are not allowed to ask me such questions", retorted her husband.

Rutabikangwa prefers to go to bed while his wife is still busy arranging the necessary household chores. Later in the night, he asks his wife to have sexual intercourse but she refuses because she feels tired by the work on the fields, the transport of firewood and the domestic activities of the evening, and besides, the disputes of the evening had touched her emotionally. Rutabikangwa forces his wife to have sex with him after which the woman begins to cry.

The following day, the daughter of Rutabikangwa who didn't finish the homework gets a zero from her teacher. When she begins to explain what happened the previous evening at home, the teacher asks her to come and see him after class because it is a particular case that doesn't concern the

other students. Before going back to her parent's home, the young girl goes to see the teacher at his home near the school. With a powerful voice the teacher tells the girl the following: "Instead of studying and doing your duty, you spend time to meet all the boys of this district every night. Today it is my opportunity and don't forget that I hold your future in my hands. If you fail two of my courses, it is your life that is finished. Ok?"

The young girl trembled and didn't respond but she felt her teacher's fingers touching her breasts. She was thinking about how she risked to waste her life if she didn't obey the teacher and she had to think of the image of a goat in a lion's claws. Finally, she left while she was still partially undressed and she was full of shame after such a life-invading act.

Some days later, the young girl began to feel pains in the low stomach and when she consulted a doctor, he prescribed her antibiotics to treat sexually transmitted diseases. Also the doctor told her that the result of her HIV test was undetermined.

Some months later Rutabikangwa's wife was still living in the same difficult conditions and disputes, and one day during a dispute with her husband, she slipped and fell. The bleedings that followed obliged her to go to the health centre and the diagnosis of the medical consultations was an accidental abortion.

**Note: Before going into group work; signify clearly to participants that this is an invented case (not at all a real case)**

### **HANDOUT 3: CASE STUDY: A STORY FEATURING TYPES OF GENDER BASED VIOLENCE (SONG: ADELA MUKASINE)**

#### **Facilitator notes:**

The facilitator makes sure that the CD featuring Adela Mukasine is available and is able to interpret it. He/she asks participants to illustrate by examples the types of violence that occur in Rwandan context. After analysing the two case studies and presentations from the groups, the facilitator gives to each group a text note and asks them to read and to answer to these questions:

- ✚ What are the lessons learnt from this story?
- ✚ In the Rwandan context, what is the meaning of those names?
- ✚ What are different forms of violence we find in this family?
- ✚ What are the possible reasons of this violence?
- ✚ What are some possible solutions that can reduce or end this violence?

#### **Key message:**

GBV is not only sexual violence; there are many types of violence: physical, emotional, economic and sexual committed against women or men within their social responsibilities as women and men.

## HANDOUT 4: TYPE OF GBV

### a) Physical violence

**Physical assault:** Beating, punching, kicking, biting, burning, maiming or killing, with or without weapons, often used in combination with other forms of gender-based violence *Perpetrated by spouse, intimate partner, family member, friend, acquaintance, stranger, anyone in a position of power.*

### b) Emotional violence: can be verbal or non-verbal

**Abuse/humiliation:** Insulting, degrading, demanding, and compelling the victim to engage in humiliating acts, whether in public or private, denying basic expenses for family survival.

*Perpetrated by anyone in a position of power and control; often perpetrated by spouses, intimate partners or family members in a position of authority.*

**Confinement:** Isolating a person from friends/family, restricting movements, deprivation of liberty or obstruction, restriction of the right to free movement. *Perpetrated by anyone in a position of power and control, often perpetrated by spouses, intimate partners or family members in a position of authority.*

### c) Sexual violence:

**Rape:** The fact that a person is involved into sex inter with out consent by force, intimidation, prices and others

**Conjugal rape:** Coercing a spouse into sexual relation without that spouse's consent, by way of force, intimidation, Prices and others. Both spouses have

equal rights as to sexual intercourse, reproductive health and family planning. It is **forbidden** to have sex without the other person's consent.

**Sexual abuse:** Actual or threatened physical intrusion of a sexual nature, including inappropriate touching, by force or under unequal or coercive conditions. *This type of violence is perpetrated by any person in a position of power, authority and control.*

**Sexual harassment:** Any unwelcome or unsolicited sexual attention, demand for sexual access or favours, sexual innuendo or other verbal or physical conduct of a sexual nature, or display of pornographic material. Sexual harassment at the work floor is harassment of a sexual nature that interferes with work, can be imposed as a condition of employment and creates an intimidating, hostile or offensive work environment. *This type of violence is perpetrated by employers, supervisors or colleagues, teachers, any person in a position of authority, or control*

**Sexual exploitation (SE)/Sexual slavery aimed at achievement of self-satisfaction:** Any abuse of a position of vulnerability, difference in power relation or abuse of trust for sexual purposes. It includes profiting monetarily, socially or politically from the SE of another person; SE is one of the purposes of trafficking in persons (performing in a sexual manner, forced undressing and/or nakedness, coerced marriage, forced childbearing, engagement in pornography or prostitution, sexual extortion for the granting of goods, services, assistance benefits, and sexual slavery). *This type of violence is perpetrated by employers, supervisors or colleagues, any person in a position of authority, or control.*

**Forced sodomy/ anal rape:** Forced/coerced anal intercourse, usually male to male or male to female. *This type of violence is perpetrated by any person in a position of power, authority and control.*

**Forced prostitution:** Forced/coerced sex in exchange for material resources, services and assistance, usually targeting highly vulnerable women or girls unable to meet basic human needs for themselves and/or their children. *This type of violence is perpetrated by any person in a privileged position, in possession of money or control of material resources and services perceived as powerful, for example humanitarian aid workers.*

**Sexual violence as a weapon of war and torture:** Crimes against humanity of a sexual nature, including rape, sexual slavery, forced abortion or sterilization or another form to prevent birth, forced pregnancy, forced delivery, and forced child rearing, among others. Sexual violence as a form of torture is defined as any act or threat of a sexual nature by which severe mental or physical pain or suffering is caused to obtain information, confession or punishment from the victim or third person, or to intimidate her/him or a third person or to destroy, in part or in whole, a national, ethnic, racial or religious group. *This type of violence is often committed, sanctioned and ordered by military, police, and armed groups or other parties in conflict.*

**d) Socio-Economic Violence:**

**Economic Violence:** occurs when the abuser has complete control over the victim's money and other economic resources. **Discrimination and /or denial of opportunities, services:** Exclusion, denial of access to education, health assistance or remunerated employment, denial of property rights. *Perpetrated by:* Spouses, partners, family members, institutions, and organizations, government actors.

**Social exclusion /ostracism based on sexual orientation:** Denial of access to services, social benefits or exercise and enjoyment of civil, social, economic, cultural and political rights, imposition of criminal penalties, discriminatory practices or physical and psychological harm and tolerance of discriminatory practices, public or private hostility to homosexual, transsexuals or transvestites. *Perpetrated by:* Family members, institutions, and organizations, government, actors.

**Obstructive legislative practice:** Denial of access to exercise and enjoy civil, social, economic, cultural and political rights, mainly to women.

In addition to the above traditional categorization of GBV forms, it seems important to highlight some forms that are not currently observed in Rwanda but seen the evolution of the society, interveners and communities might be aware of these types of GBV in order to prevent them.

#### e) Harmful traditional Practices:

**Female genital mutilation:** Cutting of genital organs for non medical reasons, usually done at a young age, ranges from partial to total cutting, removal of genitals, stitching whether for cultural or other non therapeutic reasons, often undergone several times during lifetime, i.e. after delivery or if a girl/woman has been victim of sexual assault. This is *perpetrated by* traditional practitioners, supported, condoned, and assisted by families, religious groups, entire communities and sometimes national governments.

**Early marriage:** Arranged marriage under the age of legal consent (sexual intercourse in such relationships constitutes statutory rape, as the girls are not legally competent to agree to such unions),  
*Perpetrated by* Parents, community members.

**Forced marriage:** Arranged marriage against the victim's, often a dowry is paid to the family, when refused; there are often violent consequences for the victims. *Perpetrated by* Parents or family members.

**Shaming, honour killing and maiming:** Maiming or murdering a woman or girl as punishment for acts considered inappropriate for her gender believed to bring shame on the family or community, or to preserve the honour of the family. *Perpetrated by* parents, husband, other family members or members of the community.

Trafficking or a kind of GBV that is crosscutting (includes multiple forms of GBV) have to be highlighted also.

f) **Trafficking and slavery:** Selling and /or trading in human beings for forced sexual activities, forced labour or services, slavery or practices similar to slavery, servitude or removal of organs.

#### g) Intimate partner violence:

"Intimate partner violence is actual or threatened physical or sexual violence or emotional and economical abuse directed towards a spouse, ex-spouse, current or former boyfriend or girlfriend, or current or former

partner." It is also important to highlight the notion of "Intimate partner violence (IPV) since it is often observed in many societies, including Rwanda. IPV is actual or threatened physical or sexual violence or psychological and emotional abuse directed towards a spouse, ex-spouse, current or former boyfriend or girlfriend, or current or former dating partner." (Source: CDC, 2002)

**Examples:**

- **Physical:** *slapping, kicking, burning, strangling*
- **Sexual:** *coerced sex through force, threats, intimidation etc.*
- **Emotional:** *threats of harm, isolation, humiliation, stalking, preventing access to health care, taking children hostage, etc.*
- **Economical:** *with-holding funds, preventing access to employment, etc.*

## Session 1.2: Link between Gender & GBV -Notion of Masculinity

### Objectives:

At the end of the session, participants will be able to:

- Explain the links between gender and violence
- Identify the behaviors, experiences and beliefs at the individual level on gender and violence, as well as attitudes and beliefs within organizations from which the participants come
- Explain the relationship between violence against women and human rights.

**Duration:** 1h:30

**Methodology:** statement analysis, giving examples, cases study

**Materials:** handout, projector, flipcharts and markers

### Instructions

- Prepare two panels: "I agree", "I do not agree"
- Place signs on different walls to which participants can gather
- Review the PowerPoint presentation or a prepared presentation on flipchart
- Make enough copies of the presentation for all participants

**Step 1:** (30 min): Activity: Attitudes and beliefs about GBV

1. Explain that we will discuss statements on GBV to explore their own attitudes and beliefs about GBV.
2. Explain that you will read aloud a statement. Each participant must decide if s/he agree or disagree with the statement. On one wall is a sheet that says "I agree" and on another wall is a sheet that said "I do not agree." When they decide they must go stand under the sheet with their written response. They can not stand in the middle.
3. Read each statement twice to ensure that everyone has heard. Ask a group the reasons which led them to place themselves under the panel. You can ask additional questions to deepen the response. Then ask the second group to explain why they disagree.

## **Statements about GBV: Read loudly**

- Domestic violence is a private matter that nobody should interfere with.
- A man has the right to beat his wife if she is out with another man.
- A woman must endure the violence to maintain family cohesion.
- A young girl dressed in a provocative manner seeks to be raped.
- Men are unable to control their sexual behavior. They are violent in nature.
- Forcing someone to have sex in a married couple does not amount to rape.
- Some underage girls alleging sexual abuse lie.
- Victims of sexual violence will deny the abuse suffered after being interviewed.
- The mothers whose daughters were sexually abused are responsible for abuse because they do not supervise their children adequately.
- Alcoholism and excessive use of drugs are the cause of violent behavior.
- Domestic violence affects only poor families.

4. Explain that although we are aware of GBV and know the importance of the problem, some questions may be difficult. We are the product of our culture. What are the standards of our culture vis-à-vis violence against women and girls?

5. Finish by saying that violence is never an acceptable form of interaction with someone.

### **Step 2: (45 min)**

PowerPoint presentation or prepared notes on flipcharts: Hand out leaflets and show slides or notes on flipcharts on the links between gender and violence. Ask questions and then lead a conversation around it.

## Handout 5: Why do women tolerate violence?

*Some reasons may be:*

- Culture
- Ignorance
- Lack of awareness on existing laws
- Family attachment (children)
- Fear of public opinions
- Fear of insecurity
- Social and economic dependency
- Psychological complex (inferior)
- Fear of divorce /separation
- Fear of separation
- Fear of public shame
- Fear of concubinage
- Stereotypes or myths
- Fear to reveal what is considered to be family secrets Home secret
- Fear to be separated from their children
- Submission
- Religious beliefs, etc.

Distribution of the presentation on the "links between gender and violence"

***Key message:***

GBV is linked with Social construction of gender in a given society; GBV is more or less accepted in a society because of the social status of women and men.

## **Session 1.3: Causes and Consequences of GBV**

### **Objectives:**

- Help participants understand the causes of GBV
- Help participant identify the consequences of GBV

**Time:** 1h30

**Methodology:** brainstorming and group work

**Materials:** markers, pens, flipcharts

### **Instructions**

#### **Causes**

1) Ask the group to identify the causes and contributing factors of gender based violence. Using the bottom 1/3 of the page below the tree, list the causes and contributing factors as participants come up with them and share them with the group.

#### **Some potential causes/contributing factors to highlight:**

- Gender Inequality
- Power imbalances between men and women
- Male attitudes of disrespect towards women
- Lack of respect for the human rights of women and girls
- Unquestioned assumptions about appropriate male and female behavior
- Desire for power and control on behalf of men
- Political motives, including using rape as a weapon of war, for power/control, to instill fear
- Traditional tensions, feuds
- Collapse of traditional society and family and community support systems
- Cultural and traditional practices, religious beliefs
- Alcohol/drug abuse
- Boredom and feeling on behalf of men of being redundant
- Loss of male power/role in family and community; seeking to regain and/or assert power
- Legal/justice system/laws silently condone violence against women and girls,
- Insufficient knowledge of laws against GBV
- Impunity for perpetrators.

## Notes for Facilitators

### Points to stress when summarizing:

Gender-based violence includes any physical, emotional, sexual or economic abuse which is directed against a person on the basis of gender and has its roots in gender inequality. It is therefore important to integrate a gender perspective into efforts to effectively prevent and respond to GBV. This means looking at what causes gender-based violence, analyzing what happens to women and girls or men/boys because of gender discrimination, etc. It is important to stress that sexual abuse and exploitation is one form of gender-based violence. The impact of gender-based violence is far-reaching both for the victim, and for society at large.

- **Consequences**

Explain that the consequences of GBV can be organized into four general areas:

- 1) Health
- 2) Psychological and social
- 3) Legal/justice system
- 4) Community environment and physical safety and security

2) Divide participants into 4 groups representing each of the 4 areas and ask the participants in their groups to:

- Review the various forms of GBV from step one.
- List and discuss all of the consequences/outcomes of GBV for their area. Include individual consequences for the victim, and also outcomes for others - community, family, government, etc.
- Prepare a flipchart paper with your group's list of consequences.
- As each group reads their lists aloud, the facilitator writes the example at the top of the tree, forming the branches.

## **Notes for Facilitators**

### **Some consequences of gender-based violence:**

#### **Health:**

##### **Individual consequences to the victim:**

- Injury
- Disability or death
- STDs and AIDS
- Injury to the reproductive system including menstrual disorders
- Childbearing problems
- Infections
- Miscarriages
- Unwanted pregnancies
- Unsafe abortions
- Depression, leading to chronic physical complaints and illnesses
- Loss of sexual desire and painful sexual intercourse
- Difficult pregnancy and labour, chronic pain and infection,
- Infertility

##### **Impact on wider society:**

- Strain on medical system
- High economic expenses for medical care for Victims of GBV
- Affecting availability of human resources as Victims cannot participate in the development and economic growth of the country

#### **Psychological:**

##### **Individual consequences to the victim:**

- Emotional damage including anger, fear, resentment and self-hate
- Shame, insecurity, loss of ability to function and carry out daily activities
- Feelings of depression and isolation
- Problems sleeping and eating
- Mental illness and thoughts of hopelessness and suicide
- Gossip, judgments made about the victim, blaming the victim, treating the victim as a social outcast

### **Impact on wider society:**

- Expensive, drain on community resources; family, neighbors, friends, schools, community leaders, social service agencies, etc.
- If perpetrators are not apprehended or arrested, this sends a strong message that the behavior is somehow acceptable, leading to further incidents

### **Legal/Justice System**

- Strain on police/court resources already challenged and overburdened
- Lack of sensitivity to the issues on the part of some judges and legal officers
- Costs incurred by the victim
- Lack of access to legal system due to lack of knowledge of existing laws or victim reluctant to report due to heavy stigma attached to sexual abuse

### **Security, Physical Environment of the Community**

- Victim feels insecure, threatened, afraid, climate of fear and insecurity impacting women's freedom and perception of personal safety
- Lack of female participation in the community life
- Fear of traveling to school or work, the market, etc.

### **Key message:**

The causes of gender based violence are mostly routed in culture, family, formal and informal education and the **consequences of gender based Violence impact on the entire development of the victim.**

## Session 1.4 Victims (survivors) and Perpetrators of GBV

**N.B.:** The terms "survivor" or "victim" are used for a person who experienced GBV. For some authors, both terms can be used interchangeably, for others they are used for different stages of the person related at her/his recovery (see glossary at the beginning of the module). In this module, it has been agreed during the validation meeting to use the term "victim".

### Objective

1. To understand the meaning of the terms "victim" and "perpetrator"

**Time:** 15min

**Methodology:** group discussions and presentations

**Materials:** flip chart, markers and handouts

### Instructions

1. Write VICTIM and PERPETRATOR on the flip chart
2. Ask the group to explain the difference between these two terms.

Discuss

- Who might be especially at risk of becoming a victim?
  - Who might be a perpetrator?
3. Explain that a victim is the person to whom a GBV is committed
  4. Explain that a perpetrator is a person who commits an act of GBV. There might be only one perpetrator, or there might be more.
  5. Ask the group to list types of people who can be perpetrators - no names, just types of people. Write responses on the flip chart. Continue to ask until you have a long list (at least 10 types of people).

### Facilitators' note

At least two people are involved in an act of GBV: the person who commits the act and the person to whom it is committed. This session identifies these two persons as the Perpetrators and the Victim.

### Key message:

For any incident of GBV, there is a Victim and a perpetrator. Therefore, all our actions in prevention and response need to address both the Victim and the perpetrator, when the perpetrator is known. Many studies have however shown that women are mostly the victims of GBV and men perpetrators, due to the patriarchal system which gives too much power that is not always well managed by men.

## HANDOUT 6: WHO ARE PERPETRATORS/VICTIMS OF GBV?

### Victims can include:

- Children, especially unaccompanied minors, fostered children
- Women because they are usually second class, culturally considered inferior
- Unaccompanied females, without male protection
- Single women, female headed households
- Mentally and/or physically disabled females and males
- Economically disempowered people
- Junior staff males and females, students, less privileged community members
- Minority groups; e.g., ethnic, religious, including women from historically marginalized groups
- Asylum seekers, internally displaced persons

**A perpetrator** is a person, group, or institution that inflicts, supports, or condones gender based violence or other types of abuse against a person or group of persons. *General characteristics of perpetrators:*

- Person with real or perceived power
- Persons in decision making positions
- Persons in authority

**Categories** or groups of people who can be potential perpetrators:

- Intimate partners (husbands, boyfriends)
- Influential community members (teachers, leaders, politicians)
- Security forces, soldiers, peacekeepers
- Humanitarian aid workers (international, national, refugee staff)
- Strangers (people unknown to you)
- Relatives (brothers, uncles, parents, aunts, sisters, etc.)
- Anyone who is in a position of power

**PART 3: NATIONAL AND  
INTERNATIONAL CONTEXT OF GBV**

## **Session 2.1: Prevalence of GBV in Rwanda and Internationally**

### **Objective:**

To present the current situation on GBV in Rwanda and internationally

**Duration:** 30 min

**Methodology:** Brainstorming, power point presentation or prepared notes on flipcharts, comments from participants on this statistics.

**Material:** flip charts, markers, lap top, projector

### **Instructions**

- The facilitator presents the data below (or other accurate/appropriate data)
- And asks to participants to give their comments and to react on figures.

## Handout 7: Statistics from 2006 to 2009

*Thirty five percent (35%) of Rwandan women suffer from domestic violence<sup>1</sup> (31% physical violence, 13% sexual violence), and 32.3% suffer from community violence. The principal causes of domestic violence reported by women include: abuse of alcohol (42.5%); control over and utilization of money (27.5%); complaints related to domestic chores (17.5%); and child care issues (15.4%). Violence against women in Rwanda has been shown to increase with the number of children in a household. Women's educational level does not appear to have a very big influence on vulnerability to domestic violence: 33.5% of domestic violence victims have no education, and 25.5% of domestic violence victims have attended secondary school or higher.*

**Table 1. Rwandan police Statistics on reported SGBV cases from 2006 to 2009**

<b>CRIMES</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>
Child Rape	2033	2421	2051	1570
Sexual violence	403	517	388	297
Physical violence	321	478	106	490
Women killed by their husband	35	22	27	16
Men killed by their wife	7	9	13	6
Abortion	66	106	88	66
Parents who kill their own babies / children	83	52	48	50
Suicide	2	28	13	28

In two groups, participants discuss how the situation is in the rural area (or in their residence/working area) in terms of the different forms of violence. The trainer summarizes the main ideas from the groups.

### **Key message:**

GBV cases are not sufficiently reported and documented. The entire community and the victims have to be deeply sensitized to report GBV cases.

1: Rwanda Demographic and health survey 2005

## **Session 2.2: GBV as a violation of Human Rights**

### **Objective**

- To understand the relationship between human rights and GBV
- Deepen understanding of the concept of human rights
- Identify and practice listening skills needed to promote women's rights
- To discuss how GBV is a violation of human rights based on this previous presentation
- To reflect on the importance of human rights and link them with GBV

**Methodology:** group discussions and presentations

**Material:** Flip chart, markers

**Duration:** 45 min

### **Instructions**

- Divide participants in groups of 5
- Give around 30 - 35 minutes
- Give a document (summary of the Universal Declaration of Human Rights) to the participants
- Ask to participants to actively participate in the discussion on how GBV is a violation of human rights
- Ask the participants to answer the following questions:
  - a) Why was the Universal Declaration of Human Rights adopted by the UN General Assembly on December 10, 1948?
  - b) Which article(s) in the Universal Declaration of Human Rights document deplores GBV as a human rights violation? Refer to forms/types of gender based violence seen during the introduction of this session.
  - c) How can the UNHCR contribute to reducing GBV in the world in general and Rwanda in particular?
  - d) How does it give hope to women?
  - e) There are some countries which did not sign this declaration because they did not believe in gender equality. Discuss

## Facilitators note

Before starting this session, the facilitator should remind the participants that his /her presentation on this topic is helpful in making them understand the relationship between human rights and GBV. All acts of GBV constitute a violation of fundamental human rights. This session briefly explores human rights in the context of GBV, which is another basic concept or principle that will lead participants to a clear understanding of the meaning of "gender-based violence"; Human rights are universal, inalienable, indivisible, interconnected and interdependent.

- Everyone is entitled to all rights and freedoms, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, nationality or origin, birth or other status
- Prevention of and response to gender-based violence is directly linked to the protection of human rights
- Acts of gender-based violence violate a number of human rights principles enshrined in international human rights instruments. These include, amongst others:
  - The right to life, liberty and security of person
  - The right to highest attainable standard of physical and mental health
  - The right to freedom of torture or cruel, inhuman, or degrading treatment or punishment
  - The right to freedom of opinion and expression, to education, to social security and to personal development.

## **HANDOUT 8: THE UN UNIVERSAL DECLARATION OF HUMAN RIGHTS**

### **The Universal Declaration of Human Rights**

On December 10, 1948 the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights the full text of which appears in the following pages. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Preamble

**Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,**

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people,

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law,

Whereas it is essential to promote the development of friendly relations between nations,

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom,

Whereas Member States have pledged themselves to achieve, in co-operation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms,

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge,

**Now**, therefore the general assembly proclaims this universal declaration of human rights as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

#### **Article 1**

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

#### **Article 2**

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it is independent, trust, non-self-governing or under any other limitation of sovereignty.

#### **Article 3**

- Everyone has the right to life, liberty and security of person

#### **Article 4**

- No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

## **Article 5**

- No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

## **Article 6**

Everyone has the right to recognition everywhere as a person before the law.

## **Article 7**

- All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

## **Article 8**

- Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

## **Article 9**

- No one shall be subjected to arbitrary arrest, detention or exile.

## **Article 10**

- Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

## **Article 11**

- (1) Everyone charged with a penal offence has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defence.
- (2) No one shall be held guilty of any penal offence on account of any act or omission which did not constitute a penal offence, under national or international law, at the time when it was committed. Nor

shall a heavier penalty be imposed than the one that was applicable at the time the penal offence was committed.

#### **Article 12**

- No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honour and reputation. Everyone has the right to the protection of the law against such interference or attacks.

#### **Article 13**

- (1) Everyone has the right to freedom of movement and residence within the borders of each state.
- (2) Everyone has the right to leave any country, including his own, and to return to his country.

#### **Article 14**

- (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.
- (2) This right may not be invoked in the case of prosecutions genuinely arising from non-political crimes or from acts contrary to the purposes and principles of the United Nations.

#### **Article 15**

- (1) Everyone has the right to a nationality
- (2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality

#### **Article 16**

- (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.
- (2) Marriage shall be entered into only with the free and full consent of the intending spouses.

- (3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

#### **Article 17**

- (1) Everyone has the right to own property alone as well as in association with others.
- (2) No one shall be arbitrarily deprived of his property.

#### **Article 18**

- Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

#### **Article 19**

- Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

#### **Article 20**

- (1) Everyone has the right to freedom of peaceful assembly and association
- (2) No one may be compelled to belong to an association

#### **Article 21**

- (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.
- (2) Everyone has the right of equal access to public service in his country.
- (3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures

## **Article 22**

- Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international co-operation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality

## **Article 23**

- (1) Everyone has the right to work, to free choice of employment, to just and favourable conditions of work and to protection against unemployment
- (2) Everyone, without any discrimination, has the right to equal pay for equal work
- (3) Everyone who works has the right to just and favourable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection
- (4) Everyone has the right to form and to join trade unions for the protection of his interests

## **Article 24**

- Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

## **Article 25**

- (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control
- (2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection

## **Article 26**

- (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.
- (2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.
- (3) Parents have a prior right to choose the kind of education that shall be given to their children.

## **Article 27**

- (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.
- (2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

## **Article 28**

- Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

## **Article 29**

- (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.
- (2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights

- and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.
- (3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

### **Article 30**

- Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

#### **Key message:**

Gender Based Violence is an act that degrades a human being but it should also be very clear that it is a violation of human rights.

## 2.3 National and International Legal Framework

**Objective:** To familiarize participants with the main national and international legal frameworks

**Instructions:** A guest speaker should be invited and specific reference materials provided to the participants.

### 2.3.1 National legal framework to address Gender-based violence

- Rwanda, *National Constitution*, 4 June 2003, Kigali
- The Law N° 22/99 of 12/11/1999 *to supplement the Civil Code and to institute Part Five regarding matrimonial regimes, liberalities successions* (O.G. n° 22 of 15/11/19)
- The law no 59/2008 *on prevention and punishment of gender based violence published in the official gazette n° 14 of April 06, 2009.*
- Organic law N° 08/2005 of 14/07/2005 *determining the use and management of land in Rwanda*
- Law No. 27/2001 of 28/04/2001 *Relating to Rights and Protection of the Child against violence*

### 2.3.2 International legal framework to address gender-based violence

#### Key Human Rights Instruments

Acts of gender-based violence violate numerous principles of international human rights: right to life, equality, security of person, equal protection under the law, freedom from torture and other cruel, inhumane or degrading treatment.

**Key international documents/instruments include:**

- The Convention on the Rights of the Child (1989) (As well, the Optional Protocol to the CRC on the Sale of Children, Child Pornography and Child Prostitution)
- The Convention on the Elimination of All Forms of Discrimination Against Women CEDAW (1981)
- The Declaration on the Elimination of Violence Against Women (UN General Assembly) (1993)
- Rome Statute of the International Criminal Court (entered into force July 2002)
- UN Protocol to prevent, suppress and punish trafficking in persons, especially women and children (adopted 2000)
- United Nations Security Council Resolution (UNSCR) 1325
- United Nations Security Council Resolution (UNSCR) 1820

## **PART 4: GBV PREVENTION AND RESPONSE**

## **Session 3.1 Prevention strategies**

### ***Engaging men in preventing and response of GBV***

- Social change: change mind set of people (work on tradition and culture, increase awareness on GBV issues)
- Create supportive environment - building capacity of existing structure
- Sensitize and build capacity of religious leaders
- Empower people to deal with problems they are facing
- Popularize and disseminate the GBV law and other related laws

### **Advocacy with community members**

#### **a) How can community members/authorities help?**

*(Ask participants to give the ideas spontaneously)*

- Encourage people to speak openly about gender, power and GBV  
Influence traditional practices
- Call meetings to sensitize community members
- Support programs and monitor activities
- Improve service delivery for GBV Victims
- Mediate conflict in couples
- Encourage people to access services
- Ensure/respect human rights
- Protect GBV Victims from further abuse
- Influence community members to challenge their social norms

#### **b) Who needs support from local leaders?**

- Women living with and in violence and/or HIV/AIDS usually live with stigma, shame and isolation. They need the support of others to regain their sense of power and self-esteem
- Men trying to create equal power in their relationships also live with stigma, particularly from those who think men should control their partners. By supporting these men, you can help them maintain their commitment to non-violence

- Activists speaking out about GBV also live with stigma, since the ideas they represent are not yet the community norms
- Leaders who stand in solidarity with activists to support and strengthen efforts toward safer and happier homes and communities

**c) Checklist for GBV programming at community level**

- Create a list of all the local authorities, institutions and structures in your community that may contribute to preventing GBV.
- When thinking about government, do not limit yourself to the person in charge of gender affairs, if one exists. Include both official and traditional institutions and structures. Remember that leaders can be people who hold public office, as well as people who are respected in the community and who have the ability to influence others. Include religious leaders and groups.
- Also consider social associations, employers, and non-governmental organizations.
- Once you have a list, prioritize whom you will contact first. Some will be more receptive to working with you than others. Begin with those who are most supportive. Your work will become easier as you inspire others to also speak up about gender and power imbalances.
- If you are meeting with a leader or an organization for the first time, make a list of questions to ask. Some possible questions include:
  1. What does the term "gender-based violence" mean to you?
  2. Do you see gender-based violence as a problem in the community? Why or why not?
  3. If a woman came to tell you about violence she was experiencing, how would you react?
  4. What supportive services are there for women and men in our community?
  5. What policies or procedures are in place on the issue of gender-based violence? From your point of view, what additional policies or procedures would be useful?
  6. What do you think women and men in the community could do to address gender-based violence?
  7. What do you think could be done by yourself and other leaders in the community to address gender based violence?

8. What can we do to help you in your work on GBV? What might you be able to do to help us in ours?

Note:

The purpose of an initial meeting is to **establish a relationship** with the leaders. Try to listen more than you talk! Try to understand their perspective. Identify issues that you agree on, and identify opportunities for partnership and action.

### **ADVOCACY WITH COMMUNITY LEADERS**

Here are some tips for working with community leaders, institutions and structures.

Do:

2. Engage community leaders in an ongoing dialogue, and involve them in your ongoing advocacy work,
3. Focus on what is achievable.
4. Praise community leaders when they follow through on their promises.
5. Provide evidence of the problem of GBV in your community and how you are addressing it.
6. Keep community leaders informed about what you are doing.
7. Remember that community leaders are very busy and have many issues to cope with. Remind them often about how what you are doing will help the community. Point out connections between GBV prevention and other issues such as HIV, family harmony and a healthier workforce. You are helping them to focus on something that needs their attention, something that will help the community.
8. Find an entry point. Identify the areas on which you can agree.
9. Remember that cultivating relationships takes time!
10. Remember that community leaders must also overcome traditional attitudes and social norms that value men more than women.
11. Help local authorities mainstream gender into all sectors and all community activities.
12. Attend planning meetings and speak up about gender, power imbalances and GBV

13. Identify government structures that are in place but are not functioning as they should. Advocate for them to recruit partners, identify priorities, set an agenda and meet regularly. If structures are not already in place, ask that they be created.
14. Hold institutions accountable; expose inconsistencies between what has been promised and what is being done.
15. Present specific, action-oriented suggestions. It is not enough to say what is wrong with the current situation; you must be able to present an alternative.
16. Team up with other organizations and activists who have relationships with community leaders. Practice what you preach; this will support your credibility with community leaders

**Don't**

- Only approach community leaders when you want to ask them for something.
- Don't expect perfection; progress will be gradual.
- Try to take all the credit for positive change in your community. Recognize that change is a group effort, and give leaders credit when it is deserved.

Participants can add other ideas on this list, the discussion should be participatory

### Session 3.2 Response strategies

**Minimum package required from different actors in GBV response<sup>2</sup>**

SERVICES PROVIDERS	SERVICES REQUIRED	Forms of violence
SECURITY-POLICE	<ul style="list-style-type: none"> <li>• Investigate case;</li> <li>• Arrest perpetrator;</li> <li>• File charges with the court (...);</li> <li>• Telling the patient that spouse abuse is illegal;</li> <li>• Providing information and telephone numbers for local resources such as shelters, support groups and</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual violence;</li> <li>• Psychological violence;</li> <li>• Physical violence</li> </ul>

<sup>2</sup> Republic of Rwanda, Gender monitoring Office, Assessment of interventions programs for gender based violence prevention and response, page 37

SERVICES PROVIDERS	SERVICES REQUIRED	Forms of violence
	legal services; <ul style="list-style-type: none"> <li>• Providing safe shelter and protection</li> <li>• Asking about the children's safety; and</li> <li>• Helping the patient begin safety planning.</li> <li>• Follow up on the situation of the victim</li> </ul>	
HEALTH HOSPITAL -	<ul style="list-style-type: none"> <li>• Taking a complete history;</li> <li>• Detailed assessment of current and past violence and provide forensic evidence for the prosecution;</li> <li>• Gentle physical examination (if possible DNA test for victims of sexual violence);</li> <li>• Treatment of all injuries;</li> <li>• Emergency contraception (within 72 hours);</li> <li>• Treat STIs</li> <li>• Orientation and follow up on the situation of the victim</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual violence;</li> <li>• Psychological violence;</li> <li>• Physical violence</li> </ul>
PSYCHO-SOCIAL HOSPITAL - NGOs LOCAL ADMINISTRATION	<ul style="list-style-type: none"> <li>• Listening carefully;</li> <li>• Reassuring the woman that the abuse is not her fault and validating her feelings of shame, anger, fear and depression;</li> <li>• Emotional support &amp; counseling;</li> <li>• Confidentiality;</li> <li>• Legal aid (including legal representation in courts procedures)</li> <li>• Income generation programs;</li> <li>• Skills training programs</li> <li>• Orientation, referral and follow up</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual violence;</li> <li>• Psychological violence;</li> <li>• Physical violence</li> <li>• Economic violence</li> </ul>
LEGAL/ JUSTICE	<ul style="list-style-type: none"> <li>• Prosecution;</li> <li>• Apply appropriate laws and hold perpetrators accountable;</li> <li>• Legal aid (including legal representation)</li> <li>• Victim's legal rehabilitation.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual violence;</li> <li>• Psychological violence;</li> <li>• Physical violence</li> <li>• Economic violence</li> </ul>

SERVICES PROVIDERS	SERVICES REQUIRED	Forms of violence
FAMILY AND THE COMMUNITY	<ul style="list-style-type: none"> <li>• Compassionate listening and reassurance;</li> <li>• Help victim in reporting the case to get care and rehabilitation service;</li> <li>• Accompaniment and orientation;</li> <li>• Emotional support &amp; counseling;</li> <li>• Confidentiality.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

**ROADMAP TO GBV SERVICES<sup>3</sup> (GMO, page 55 & following):**

The response services to victims include protection, health services, psychosocial, socio-economic support and legal assistance. Those services can be obtained from different services providers: hospitals and other health care facilities, local administration, police, judiciaries, and within the community by Community based structures and civil society organizations and the family. The family level, the community members and different local entities levels have to play a big role in caring, orienting and accompanying victims to various services they need. The first entry to GBV services should be the health facility; other providers should help the victim in that way.

**Key message:**

It should be clear to participants that GBV prevention and response is not a one night activity but needs collective efforts, patience, lobby and advocacy, developing or availing good services at all levels. Participants should also commit to advocate, to report, and refer various cases of GBV and care of them correctly when concerned.

<sup>3</sup> Republic of Rwanda, Gender monitoring Office, Assessment of interventions programs for gender based violence prevention and response, page 55

**PART 5: COORDINATION,  
MONITORING AND EVALUATION OF  
GBV RESPONSE**

## Session 4.1: GBV Indicators

Three levels of indicators have been developed to monitor the process, outcomes and impact of GBV response

Monitoring			Evaluation	
Inputs	Process	Outputs	Outcomes	Impact
<ul style="list-style-type: none"> <li>• Funds</li> <li>• Supplies</li> <li>• Equipment</li> <li>• Human Resources</li> </ul>	<ul style="list-style-type: none"> <li>• Training</li> <li>• Campaigns</li> <li>• Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• # trained;</li> <li>• # communities mobilized;</li> <li>• # accessible care, support and protection interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Improved capacity of those involved in service delivery;</li> <li>• Improved support to women and children who are victims of GBV/VAC</li> <li>• Prevention of GBV/VAC</li> <li>• Contribution to peace-building</li> </ul>	<ul style="list-style-type: none"> <li>• Rights of all citizens protected;</li> <li>• Improved situation (prevention and response) of GBV/VAC</li> </ul>

### IMPACT INDICATORS CHART

GOAL: To prevent and respond to Gender based violence and Violence against Children									
Impact Indicators	Baseline	Data Source	Cumulative Target						
			YR1	YR2	YR3	YR4	YR5		

1. Women and children protected from abuse, violence and exploitation		TBD		TBD	TBD	TBD	TBD	TBD
2. Access for all victims of GBV/VAC to care, support and protection		TBD		TBD	TBD	TBD	TBD	TBD
3. Community participation in preventing and responding to GBV/VAC		TBD		TBD	TBD	TBD	TBD	TBD
DOMAIN	INDICATOR	BASELINE	DATA SOURCE	TARGETS				
				YR1	YR2	YR3	YR4	YR5
Protective and supportive environment	Number of districts and sectors with Multi-sectoral integrated care-support-protection teams	TBD during mapping and situational analysis	District reports to MINALOC	TBD	TBD	TBD	TBD	TBD
	Number of reported cases of GBV/VAC resolved	TBD	District reports, Police reports, Prosecutors reports	TBD	TBD	TBD	TBD	TBD
	Percentage of sectoral budgets allocated to GBV/VAC	TBD	Budget data analysis	TBD	TBD	TBD	TBD	TBD

	Number of community based initiatives undertaken to respond to GBV/VAC	TBD during mapping exercise and situational analysis	District reports to MINALOC	TBD	TBD	TBD	TBD	TBD
	Number of policies, laws, protocols and regulations adopted in relation to GBV/VAC	TBD	TBD	TBD	TBD	TBD	TBD	TBD

DOMAIN	INDICATOR	BASELINE	DATA SOURCE	TARGETS				
Access to essential services for preventing and responding to GBVAC	Percentage of victims of GBV/VAC who have access to minimum package of services (legal, medical, psychosocial)	TBD	Mapping and situational analysis					
	Number of children who have access to Child Courts	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	Satisfaction of victims of GBV/VAC with the support that they have been given	TBD	Survey, interviews, questionnaires	TBD	TBD	TBD	TBD	TBD
	Number and percentage of women and children who have	TBD	Mapping and situational analysis	TBD	TBD	TBD	TBD	TBD

	access to protection services such as safe houses, one stop centers, safety networks and other initiatives							
	Number of children who have access to schools that have GBV/VAC services in place (engendered curriculum, trained teachers, anti GBV clubs)	TBD	Reports within MINEDUC	TBD	TBD	TBD	TBD	TBD
<b>Overall awareness of communities to preventing GBV/VAC</b>	Number and percentage of cell and village, sector activities focusing on GBV/VAC	TBD	District reports to MINALOC	TBD	TBD	TBD	TBD	TBD
	Number of communities, businesses and training centers with empowerment programs for women	TBD	District reports to MINALOC, MINICOM	TBD	TBD	TBD	TBD	TBD
	Number of boys and men participating in GBV/VAC prevention activities	TBD	District reports to MINALOC	TBD	TBD	TBD	TBD	TBD

	Number of Faith based organizations who include GBV/VAC prevention and response activities into their services	TBD	Mapping exercise, reports to MINALOC	TBD	TBD	TBD	TBD	TBD
<b>Capacity of government, civil society and service providers</b>	Number and percentage of partners providing directly and indirectly to minimum package of GBV/VAC services on care-support and protection	TBD	Mapping exercise. District reports to MINALOC	TBD	TBD	TBD	TBD	TBD
	Number of district and national plans that have integrated GBV/VAC into sector activities	TBD	National sector strategic plans. District development plans	TBD	TBD	TBD	TBD	TBD

## **Session 4.2: Data Collection, Analysis and Utilization**

Methods for the collection of quantitative and qualitative data at village, cell, sector, district and national level will be developed. This data will be used to:

1. Provide feedback to GBV committees and implementing partners on the progress and impact of interventions
2. Increase awareness and commitment at all levels to the response to the situation of GBV
3. Advocate for resources and technical support
4. Continuously review and adjust the national plan of action based on the outcomes of data analysis.

### **Levels of Reporting and Flow of Information**

- At sector level community monitoring reports will be submitted on a monthly basis to the district coordination committee;
- District reports will be submitted to MIGEPROF on a quarterly basis for compilation and analysis;
- Quarterly reports will be submitted to the National Coordinating Committee on GBV/VAC to review progress and adjust planning if necessary.
- Feedback will be provided to district coordination committees and sector committees regarding adjustments to the planning and implementation process.

#### **Key message:**

Coordination, Monitoring and Evaluation is a key component in GBV prevention and response; every stakeholder should be aware of this and be part of it.

## LIST OF ANNEX

## Annex 1: The training Evaluation Tool

1. In one word/sentence, the workshop was?
2. In one word/sentence, the participants were?
3. In one word/sentence, the facilitators were?
4. Will you be able to apply what you learned during this workshop in your work?
  - *Definitely not, probably not,*
  - *Not sure, Most likely yes, Definitely yes*
5. Do you think the group will be able to apply what they learned?  
(Please circle)
  - *Definitely not, Probably not,*
  - *Not sure, Most likely yes, Definitely yes*
6. What elements of the workshop were the **most useful**?
7. What elements of the workshop were the **least useful**?
8. What elements were **not clearly understood** for you?
9. Would you feel comfortable facilitating a workshop on gender-based violence? Why or why not?
10. Additional comments and suggestions are most welcome!

***Annex 2: Sample agenda***

<b>DAY</b>	<b>SESSION</b>	<b>TIME</b>
<b>DAY ONE</b>	Arrival and registration of participants	8:30 am - 9:00am
	Welcome and introductions	9: 00 am - 09:15 am
	Goals and participants expectations	09: 15 am - 09:45 am
	Setting ground rule	9: 45am - 10:00 am
	Pretest	10: 00 am - 10:30am
	Tea break 20	10: 30 am - 10:50 am
	Definitions of gender based violence	10: 50 am - 12:00 am
	Forms/types of GBV	12: 00 pm- 13:00 pm
	Lunch	13: 00 pm - 14:00 pm
	Link between Gender & GBV -Notion of Masculinity	14: 00 pm - 15:30pm
	Causes and Consequences of GBV	15:30 pm - 16:45pm
	Closing and reflection on the day	16:45pm- 17: 00 pm
<b>DAY TWO</b>	Concerns, Question and answers for day one sessions	9: 00 am - 10:00 am

	Tea break 20	10: 00 am - 10:20 am
	Causes and Consequences of GBV	10: 20 am - 11:30 am
	Victims and Perpetrators of GBV	11: 30 am - 12:15 am
	Prevalence of GBV in Rwanda and Internationally/GBV as a violation of Human Rights	12: 15 pm - 13:00 pm
	Lunch	13: 00 pm - 14:00 pm
	National and International Legal Framework	14: 00 pm - 16:45 pm
	Closing and reflection on the day	16:45pm- 17: 00 pm
<b>DAY THREE</b>	Concerns, Question and answers for day one sessions	9: 00 am - 09:30 am
	Prevention strategies	09: 30 am - 10:30 am
	Tea break	10: 30 am - 11:00 am
	GBV Indicators	11: 00 am - 13:00 pm
	Lunch	13: 00 pm - 14:00 pm
	Data Collection, Analysis and Utilization	14:00pm -16:15pm
	Evaluation of the training	16: 15pm - 16:30 pm
	Closure	16:30pm -16:45 pm
<b>DAY FOUR</b>	Concerns, Question and answers for day one sessions	9: 00 am - 09:30 am
	Prevention strategies	09: 30 am - 10:30 am
	Tea break	10: 30 am - 11:00 am
	GBV Indicators	11: 00 am - 13:00 pm
	Lunch	13: 00 pm - 14:00 pm

	Data Collection, Analysis and Utilization	14:00pm -16:15pm
	Evaluation of the training	16: 15pm - 16:30 pm
	Closure	16:30pm -16:45 pm
DAY FIVE	Concerns, Question and answers for day one sessions	9: 00 am - 09:30 am
	Prevention strategies	09: 30 am - 10:30 am
	Tea break	10: 30 am - 11:00 am
	GBV Indicators	11: 00 am - 13:00 pm
	Lunch	13: 00 pm - 14:00 pm
	Data Collection, Analysis and Utilization	14:00pm -16:15pm
	Evaluation of the training	16: 15pm - 16:30 pm
	Closure	16:30pm -16:45 pm

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