



# KNOW YOUR RIGHTS

## Training Manual On GBV And SRHR



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## Format of Training

This training manual is best used with a group of 10-30 participants. A group this size is small enough to allow for everyone to actively take part and contribute ideas or experiences yet big enough to be cost effective.

## Facilitator Roles

A team of at least two Facilitators comprising a Lead Facilitator and Co-Facilitator is recommended to support this training.

### The role of the Lead Facilitator is to

1. Outline the training objectives and frame issues;
2. Promote the exchange of information and experiences on GBV;
3. Ensure that there is effective participation by all members;
4. Lead discussion of complex gender concepts in a clear and non-complex way

### The role of the Co-Facilitator is to

1. Record information on flipcharts
2. Support the main facilitator in presenting selected content.
3. Help keep the discussion focused on the Unit Objectives
4. Moderate group-work.

## Facilitator Selection

The facilitators will be selected for their knowledge and training skills. Selection criteria for the Facilitators should include the following:

- Knowledge on gender, GBV and/or human rights and law
- Familiarity with adult learning principles, strategies and techniques;
- Ability to adapt learning materials to meet the participants' needs; and
- Interest and experience in training faith communities and GBV service providers

## Training Methodology

The training methodologies used are guided by Adult Education principles, human rights based approaches and women's rights approach. They are also grounded in competency based skills acquisition and participatory learning. The methodologies are based on the understanding that adults prefer learning situations which:

1. Are Practical and Problem-Centred;
2. Promote their Positive Self Esteem;
3. Integrate new ideas with Existing Knowledge;
4. Show Respect for the Individual Learner;
5. Capitalize on their Experience; and
6. Allow Choice and Self-Direction.

## Training Preparation

Before beginning the workshop take the following steps:

1. Familiarise yourself with the Training Module, gender concepts, GBV laws, related scriptures. Make notes for yourself on how you will introduce the purpose, content and approach of the training;

2. After reading the training module, arrange a meeting with leaders of the groups to be trained in your area to:
- Clarify the purpose of the training and any queries you may have;
  - Determine if appropriate the participants have been selected;
  - Identify who will assist with co-facilitating the training;
  - Confirm the time committed to the training; and
  - Finalise plans for follow-up and ongoing support to the participants after the training.
  - Confirm room allocated for and agree on sitting arrangements.
  - A “U”/horse-shoe shaped or free sitting layout is suggested because it creates a formal environment and encourages eye contact amongst the participants. If using a church, effort should be made to re-arrange the furniture.

# MODULE 1: GENDER AWARENESS

## ACTIVITY 1: SEX AND GENDER

### Objectives:

- To bring out participants' assumptions about female and male children.
- To examine how true and deep-rooted gender norms and stereotypes are.

**Time:** 2 hours

### Material:

- Flipchart
- Markers
- Sticki-stuff or tape
- Pieces of Paper
- Pens

### Activity 1 - Choosing the sex of your child

#### Objectives

- To bring out participants' assumptions about different sexes.
- To examine how true and deep-rooted these assumptions are.

**Time:** 30 minutes

#### What you need:

- Flipchart
- Markers
- Sticki stuff (optional – you can spread flipchart out on the floor)
- Pieces of Paper
- Pens

#### Step 1: Storytelling (10 minutes)

Share the following story with the participants

*A couple is struggling to conceive a child. They go to a doctor who tells them there is new technology to help them, they will have a child, but only after they have decided which sex they want it to be.*

*\*Adapted from Oxfam Gender Mainstreaming Training Manual*

#### Step 2: Reflections (15 minutes)

Ask each participant to imagine being in this situation then give each one a piece of paper to write down the sex they would prefer for their child and why.

- Give them a few minutes to reflect and write their thoughts then collect the papers. On a flipchart do a tally of 'Number of those who chose girls' and 'Number of those who chose boys'? List the most common reasons for the choices made under each sex.
- Discuss with participants the sex most preferred by the group and the main reasons given for this choice. Be sure to explore the effect of assumptions like
  - ◇ Boys will carry on the name of the family.
  - ◇ Boys will take care of parents during old age
  - ◇ Boys will remain with their parents but girls will get married and join their husband's family.
  - ◇ Boys will inherit the family's wealth but girls will not.
- Ask participants to share similar experiences they have had or heard...Discuss the

implications of this way of seeing things on the how girls and boys are raised and treated in their families as they grow up.

### Wrap it up! (5 minutes)

Wrap up this activity by presenting that we have seen how society often prefers one gender to the other for different reasons. Explain that in the next session the group is going to explore why this is so and the effect that this has on people's lives.

## ACTIVITY 2: EXPLORING SEX AND GENDER

### Objectives:

- To identify what it means to be a man or a woman in the local community

**Time:** 30 minutes

### What you need:

- Flipcharts
- Markers

### Step 1: Drawing and Brainstorming (10 minutes)

- Divide participants into two groups and ask each group to draw a picture of a boy and a girl on two separate flipcharts.
- Ask the groups to brainstorm what it means to be a boy or a girl in their community. They should identify as many characteristics as they can and list them on the flipchart next to their drawing.

### Step 2: Presentation and Discussion (15 minutes)

- Give each group time to present their drawing and the different characteristics they have listed.
- To start the discussion, ask participants to pick 3 characteristics that were listed by both groups next to the Girl. Ask....**Is this something that girls are born with or something that they learn.** Follow up to find out.... **At what age girls learn this? Who teaches them this?** Repeat the same questions for boys.

**N.B:** Facilitator should help the participants to identify the source of each learned characteristic. E.g. Family, parents, church, school, media, friends, school and community...

- On a flipchart list all the common characteristics that refer to sex, on another list all that refer to gender. Ask, "What is the difference between Sex and Gender"?
- Explain that girls and boys are born with few of these characteristics, but they learn most of the differences between them from society (a process called socialization-*mamererwo/makudzirwo / Ukondliwa /ukukhuliswa* ). What societies expect from women and men, or from girls and boys may be different in different communities and changes over time but the male and female reproductive functions are the same across the world.
- Highlight that society teaches us that some characteristics on the "gender" list are more important or valuable than other i.e. that being sensitive (like girls) is nice but that being assertive (like boys) is important and more valuable. Emphasize that the problem is not the differences but that we are taught to value male characteristics over female ones.

### Wrap It Up! (5 minutes)

To wrap up you can share the following flipchart with the group, together with a summary of the key learning points. Be sure to point out that ideas about gender can change.

Sex	Gender
Biological/Born With It	Social/Learned
Same throughout time	Changes over time
Same everywhere	Changes from community to community
Different Bodies	Unequal value

## Key learning Point

- Sex and Gender are different. Sexual characteristics are biological while gender characteristics are learned over time and may differ from community to community.

## ACTIVITY 3: GENDER ROLES

### Objectives:

To analyze and understand gender roles and the gender division of labor in local communities and the implications on gender and gender based violence.

**Time:** 30 minutes

### What you need:

- Flipcharts
- Markers
- Sticki-stuff or tap

**NB:** There should be enough space for men and women to work separately on their clocks before they are brought together for a discussion.

### STEPS:

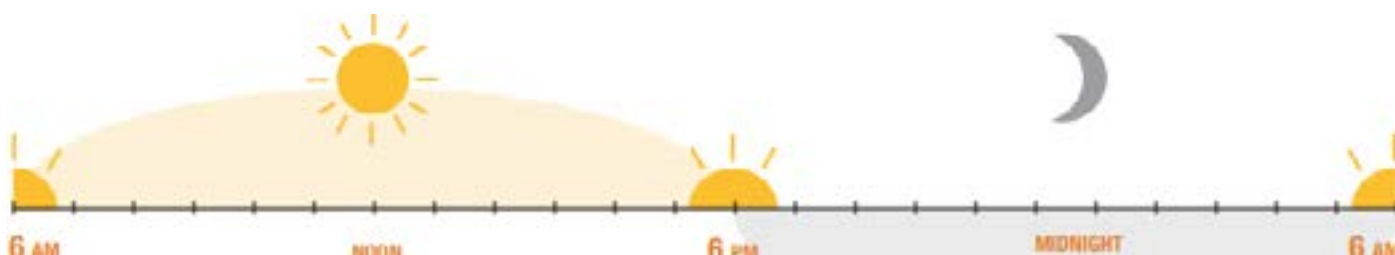
#### Step 1: Explaining the 24 hour clock exercise (5minutes)

Explain that in this exercise, you are going to talk about all of the tasks that men and women do to keeping the household running.

Divide participants into single-sex groups (separate men and women). If working with only men or only women, have one group of participants role-play the opposite sex.

#### Step 2: Drawing the clocks (10 minutes)

Ask participants to imagine a typical day for a typical man/woman like themselves, from the time they wake up to the time they go to bed. On a flip-chart, ask participants to draw a timeline that shows all the hours of a 24-hour day, from sunrise to sunrise.



### Adapted from Care International Gender Analysis tool

- Have participants draw or write all of the tasks that they do throughout a typical day (from the time they wake up to the time they go to bed). If they wake up at night (i.e. to breastfeed), include those tasks as well. Include leisure and rest time, paid and unpaid work.
- Allow participants 15-20 minutes to draw the clocks or timelines.

### Step 3: Presenting the clocks

- After 20 minutes, bring the groups together. Have participants place their timelines/clocks side by side. Have one member of each group explain the clocks to the other group. Ask participants to briefly describe their timelines/clocks and point out:
  - How are the days similar?
  - How are they different?
- Which of these roles are 1) most time consuming 2) most challenging 3) most valued.
- Discuss whether women or men cannot do any of the tasks and why the gender division of labor is this way in the local community.

### Step 4: Discussion (15 minutes)

- Ask "Does this gender division of labour gives women or men more power and authority over the other"? Explain that these power relations between women and men can be seen in the following factors of power;
  - » Control- In most societies most of the valuable productive resources (such as land, equipment, cattle) and assets of high value are owned by men. Due to this most women depend on their partner or male relatives to provide for them and are valued mostly for their role as wives and mothers whilst men have more social power and privileges because of their role as provider and protector of the family.
  - » Decision making power- in most cultures including in Zimbabwe, more men than women are assigned leadership roles and the responsibility to decide who, when and where someone can do something, especially in relation to economic resources, family issues and other opportunities.
  - » Value- Work that is performed by women is often considered as being of low value and is therefore either not considered as work or is underpaid, in comparison to work and positions occupied by men and boys.
  - » Use of time as a resource- Socially, men enjoy greater freedom of movement and association, and more time for rest and leisure than women.
  - » Physical power- this can be both real (actual) or imagined.

### Step 3: Wrap it up (5 minutes)

Close the discussion but summarizing the following;

### Key learning Points

- Societies organize themselves in part by designating tasks according to gender. Women's work tends to be domestic, time consuming, challenging, unpaid and under-valued while men's work is in public sphere, paid and highly valued in society.
- This gender division of labor sometime causes tension between men and women because there are consequences for men and women who do not meet these social expectations
- The division of labor can also restrict women and girls' mobility and ability to participate in public life and paid work.

## ACTIVITY 4: UNDERSTANDING PATRIARCHY

### Objective:

- To understand patriarchy and how it influences in ideas of what it means to be a man in everyday life
- To analyse the role of patriarchy in the construction of gender norms
- To understand the importance of engaging men and boys in ending GBV



**Time:** 30 minutes

**Materials:**

- Flipchart
- Markers
- Handout: A woman's reflections on patriarchy

**Step 1: Personal Reflections in same sex groups**

- Divide participants into single sex groups, men only and women only. Explain the purpose of the exercise; to explore patriarchy and how it defines what it means to be a man.
- Ask participants; **How does society expect boys and men to act?** Some examples are;
  - » Boys and men should be brave and strong
  - » Boys and men should not show emotion
  - » Taking risks (kuva nechivindi) proves that one is a real man
  - » Men need to show authority over women and girls
  - » Men are head of the home, they should provide for the family

**Step 2: Presentations and Discussion**

- Allow groups to share what they discussed.
- Ask participants the different ways in which these expectations lead to men having more power than women and women having more power than men in the home, community, and church? Encourage them to give practical examples from their local context.

**Tip!** In reflecting on who is more powerful, it is helpful to focus on who had the “final say” on what happens in the home or community. Participants may get stuck on the idea of “musha mukadzi” and assume that the strong influence that women sometimes have over their spouses and other significant males means that they are more powerful.

- » Explain that the word “Patriarchy” comes from Greek. It is made up of two words “pater” meaning “father” and “arkho” meaning “I rule”. Patriarchy in simpler English “the rule of the father.” While this appear innocent and is very common in the history of both culture and religion e.g. we talk of “founding fathers” and biblical patriarchs like Abraham and Jacob, it is in fact a system where society organises itself in ways that allow men and boys to dominate and often oppress and exploit women and girls

**Wrap It Up! (5 minutes)**

Conclude but going over these Key Learning Points

- Culture and religion help societies in constructing gender roles and norms and so can contribute to the presence of GBV in our community.
- Both culture and religion are strongly informed by the idea that men are superior to women and should have authority over everything in the family and wider society. Our attitudes on what it means to be male or female, how the sexes should relate to each other and the acceptability of GBV are all based on patriarchal thinking.
- While patriarchy does give men and boys substantial power and privilege by virtue of them being male, in the process requiring for women and girls to submit to this authority this does not imply that women are totally powerless or totally deprived of rights, influences, and resources” (Marilyn French 1985:214).
- Zimbabwe is a patriarchal society, despite having many progressive laws and policies that declare as principle non-discrimination on the basis of gender and seek to promote gender equality. Issues of gender equality and the normalization of violence to enforce gender norms are still largely not spoken about or challenges.

## ACTIVITY 5: GENDER STEREOTYPES

### Objectives:

To explore the strength of gender stereotypes and the potential for transformation of gender equitable behaviors.

**Time:** 30 minutes

### What you need:

- Flipchart
- Markers

### Step 1: Defining gender stereotypes (5 minutes)

- Ask participants if they have ever heard of gender stereotypes and what they think it means. Encourage them to share one example of a commonly held local stereotype. Examples of stereotypes are;
  - » Mukadzi mutsvuku akasaroya anohura (Light skinned women are either evil or promiscuous / Umfazi omuhle liwule nxa engaloyi).
  - » Varume vapfupi vane hasha / Indoda emfitshane ilolaka (short men are ill tempered).
- Share the following definition of gender stereotypes: "These are commonly held beliefs about women and men, boys and girls that are seen to be true and unchangeable." Highlight that they are actually generalised and simplistic expressions of gender expectations which are often negative and not true.

### Step 2: Discussion on gender stereotypes (20 minutes)

Ask participants to list common stereotypes, see examples in table below. Discuss whether participants agree with the way their sex has been portrayed and whether these assumptions are true.

Facilitator can use some the examples in the table below to start the discussion.

Assumptions about women and girls	Assumptions about men and boys
<p><b>Stereotype:</b> Women are natural caregivers</p> <p><b>Truth:</b> Women learn caregiving from when they are girls, men can be caregivers too. Some women do not want to have children and others struggle with expectations of being a mother</p>	<p><b>Stereotype:</b> Head the family and is the breadwinner</p> <p><b>Truth:</b> Women often contribute as much or more to household income and both men.</p>
<p><b>Stereotype:</b> Women are weak</p> <p><b>Truth:</b> Women bear children and carry heavy loads of water and firewood</p>	<p><b>Stereotype:</b> Men are physically strong</p> <p><b>Truth:</b> Not all men are muscular or capable of doing heavy work.</p>
<p><b>Stereotype:</b> Women will get married and leave the family</p> <p><b>Truth:</b> Both men and women grow up and start their own family, women often take better care of their parents than men do</p>	<p><b>Stereotype:</b> Real men don't cry</p> <p><b>Truth:</b> Men do cry, or feel like crying but suppress it because society doesn't approve</p>
<p><b>Stereotype:</b> Women cannot make decisions</p> <p><b>Truth:</b> Society expects women to consult men when there are decisions to be made.</p>	<p><b>Stereotype:</b> Men are natural leaders</p> <p><b>Truth:</b> Boys often spend more time with adult males than girls, learning leadership skills. Despite this, women when given the opportunity can be good leaders too.</p>

Adapted from the WILSA Gender and Property Rights Handbook June 2010

- Emphasize that gender stereotypes define how men and boys, women and girls should

behave and create unrealistic expectations for both men and women. Stereotypes come to be accepted as facts and believed to be the true nature of women and men when they are just social ideas.

- Ask for real life examples of how gender stereotypes can increase women and girl's vulnerability to Gender Based Violence (GBV) or 'pressure' men and boys into commit acts of gender based violence. Examples can be;
  - » The stereotype that males are strong can lead them to bully other males or to engage in dangerous behaviours that puts their lives and health at risk such as multiple sexual partners and unprotected sex.
  - » The stereotype that women are obedient can prevent them from refusing unwanted sexual advances or taking decisions about their own life and safety.
  - » The stereotype that "real men" are aggressive encourages/pre-disposes boys to be bullies and those who do not conform to that role to humiliation, discrimination and even violence from their peers.

### **Wrap it up! (5 minutes)**

- Wrap up this activity by presenting these Key Learning Points below,
  - » Gender stereotypes are just commonly held beliefs, not facts. They are often untrue.
  - » Gender stereotypes can affect realization of rights for men and women, locking them into behaviors that prevent them from being who they really are.
  - » We can challenge stereotypes by becoming aware of how we contribute to spreading them; raising the effect they have over people's lives and adopting new behaviors free from the use of stereotypes.

## MODULE 2: HUMAN RIGHTS AND THE LAW

### Objectives:

- To explore the concept of human rights and women's rights
- To learn about the Zimbabwean Constitution and the Bill of Rights

**Time:** 30 minutes

### Materials:

- Flip chart/flipchart stand
- Plain papers
- Marker pens
- Masking tape
- Meta cards
- Projector
- Computer

## ACTIVITY 1: GENDER AND HUMAN RIGHTS

### Objectives:

To understand the origins of Human Rights

**Time:** 30 minutes

### Materials/What you need:

- Flip chart
- Marker pens
- Copies of the Constitution

### Step 1: Group discussion: What are human rights? (10 minutes)

- Explain to participants that you are going to define and discuss the concept of human rights. Ask participants to form small groups and discuss the following questions:
  - » What does it mean to be human?
  - » What do human beings require to realize their full potential?
  - » What are the 3 rights that are considered as most important for a person to have?
- Allow each group to present its answers to the large group then share the following statement.

*Human rights are for every person and are to be enjoyed by every person because they are born a human being; they support the self-respect of all people.*

### Step 2: Characteristics of human rights (15 minutes)

- Have the group read out loud Handout: The history of Human Rights. Reading can be shared among participants; one person reads a paragraph at a time.
- Ask participants to differentiate between moral, legal and human rights, giving examples from their local community.
  - » Moral rights are values that can be articulated in families, cultural groups, and religious groups. There is no protection of moral rights under the law.
  - » Legal rights are rights that are defined under local and national law. These are protected under the law.
  - » Human rights are internationally agreed upon standards. These are protected by

international law.

- Explain that human rights are guided by certain principles that need to be respected by all, that is;
  - » Human rights are Universal (for everyone) – this means that they apply to all people irrespective of sex, race, color, religion, birth, political affiliation, wealth status or social opinion or any other status.
  - » Human rights are Inalienable – this means that they cannot be taken away from anyone.
  - » Human rights are Indivisible – this means that they cannot be treated or enjoyed separately or be divided.
  - » Human rights are Interdependent – this means that they relate to and depend on each other.
  - » Human rights are Inherent – this means that they are the birth right of all human beings

### **Wrap It Up! (5 minutes)**

Conclude this activity by emphasizing that it is important to understand the different types of rights and the principles that guide them in order to better understand how we can address Gender Based Violence.

## **ACTIVITY 2: REALIZATION OF HUMAN RIGHTS**

### **Objectives:**

- To know the history of human rights
- To understand the gender provisions of international human rights frameworks

**Time:** 30 minutes

### **Step 1: Know your human rights (15 minutes)**

- Ask participants to stand along one wall. Explain that you are going to read out a number of statements and if it applies to them they should take one step forward.
  - » I had/have access to free primary education
  - » I have access to free health care
  - » I have access to free clean water
  - » I am able to participate in political activities such as voting
  - » I have freedom to choose whom I marry
  - » I have access to decent housing
  - » I can own land
  - » When I talk to my partner, I raise my voice
  - » I feel more important than other people in my community
  - » I have to have the final decision in all matters at home
  - » I feel that one partner in an intimate relationship can beat the other if there is a good reason
- To start the discussion ask the following questions:
  1. To the person furthest ahead ask **how did you feel during the exercise?**
  2. To the person furthest back, **how did you feel during this exercise?**
  3. **What lesson can be learned from viewing rights in this way?**
- Explain that while international law clearly articulates that human rights are for all people, the reality is many people are unable to enjoy their rights as shown by this exercise

## Step 2: The history of human rights (10 minutes)

Read the following story out loud in plenary. Ask participants to pay attention to how human rights came to be declared and to identify the different human rights protected under international law.

## Wrap It Up! (5 minutes)

Conclude by summarizing Key Learning Points

## ACTIVITY 3: THE CONSTITUTION AND WOMEN'S RIGHTS

### Objective:

- To enable participants to gain knowledge on gender justice provisions in the Constitution of Zimbabwe.

### Step 1: Understanding the role of the Constitution (5 minutes)

- Explain that the Constitution is the supreme law of any country, a body of laws on how a country can be managed for the good of citizens. It protects the various interests and well-being of all the diverse groups that can make up a nation, describes their vision, principles and values.
- The constitution also sets up the institutions which form the state such as the executive (top leadership), legislature (parliament and senate); judiciary (judges and courts) etc. The constitution is binding on all these institutions and all citizens. It is the highest law in the country, and no one is above it.

### Step 2: Provisions of the Constitution; (10 minutes)

- Briefly go through the provisions of Constitution on gender equality as outlined below;

## Handout: Gender Provisions of the Constitution of Zimbabwe

### • Founding principles (Section 3)

- » Recognition of Zimbabwe's diverse cultural, religious and traditional values
- » Recognition of equality of all human beings
- » Gender equality
- » Recognition specifically of the rights of women, youths and children

### • Gender balance (Section 17)

- » The Constitution calls upon the state to ensure that there is gender balance through the following:
- » Promoting the participation of women in all sectors of society
- » Taking steps to ensure that women have access to resources including land on an equal basis with men
- » Take positive steps to ensure that gender discrimination that occurred in the past is corrected.

### • Marriage (Section 26)

- » Child marriage is an issue of great concern not only in Zimbabwe but also in many parts of the world. The Constitution calls upon the state to take steps to ensure that children are not pledged in marriage and that only persons aged 18 years and above can found a family.

- **Rights of women (Section 80)**

- » The new Constitution acknowledges women's rights as human rights
- » Recognising that customary law and cultural practices can limit women's rights, the Constitution specifically states that all discriminatory laws and cultural practices must not be recognised. This means that only negative cultural practices are not be recognised.

- **Protection of the family (Section 25)**

- » The family is an important institution in Zimbabwe and the Constitution recognises that the state must take measures to prevent domestic violence. This is a very important provision that is also supported by the Domestic Violence Act of Zimbabwe, Chapter 5:16

- **Declaration of rights (Chapter 4)**

- » The Constitution contains a declaration of rights. These rights must be promoted and protected by the state and every person. Some of the rights that are relevant to GBV include the following:
  - » Right to dignity (Section 51)
  - » Freedom from all forms of violence in both the public and private places. This addresses GBV, which occurs in the public and private spheres (Section 52).
  - » Right not to be discriminated against on various grounds including custom, culture, sex and gender. (Section 56)

#### **Step 4: Discussion (20 minutes)**

Discuss whether or not the law has addressed gender related rights violations experienced by women and girls. In the discussion that follows highlight these points;

- Despite the reforms introduced through legislation and the courts, there were still many areas where women were subjected to sex and gender discrimination.
- Gender, sex, marital status and physical disability were not part of the prohibited grounds of discrimination in the original Constitution of 1980.
- The current Constitution of Zimbabwe Amendment No 20 of 2013 has been celebrated as progressive in advancing women's rights and gender equality through several provisions listed below.
- The Constitution is the supreme law of Zimbabwe and any law that is inconsistent with it is invalid. The Constitution provides the framework for recognition, respect, protection and promotion of human rights including women's human rights.
- Section 56 Equality and non-discrimination sets the pace in according equality of all persons. It states there shall be equality of men and women before the law and equal treatment in political, economic, cultural, and social spheres
- Prohibition of discrimination on the grounds of nationality, race, color, tribe, place of birth, ethnic or social origin, language, class, religious belief, political opinion, culture, gender, marital status, age, disability, economic or social status or whether born in or out of wedlock.
- The state is encouraged to take affirmative action measures that promote gender equality and to promote classes or a group of people who have been disadvantaged.
- The constitution provides that while observance of culture is permitted cultural practices, which go against the Constitution, will not be tolerated.
- Women are accorded full and equal dignity with men and equal opportunities in political, social, economic activities and the same rights regarding custody and guardianship of children, customs, traditions and cultural practices subject to constitution

## **Wrap It Up (5 minutes)**

Conclude by summarizing the Key Learning Points



# COMPONENTS OF SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS<sup>1</sup>

## ACTIVITY 1: DEFINING SEXUAL REPRODUCTIVE HEALTH RIGHTS

### Objective

- To understand Sexual and Reproductive Health Rights

**Time:** 20 minutes

### Materials:

- Flipchart
- Markers

### Step 1: Defining Sexual and Reproductive Health Rights

- Ask participants to define what Sexual and Reproductive Health and Rights are from their understanding. Take responses from 2-3 people.
- Explain that Sexual and Reproductive Health Rights is **Sexual and reproductive health and rights** or SRHR is an interpretation of [human rights](#) applied to [sexuality](#) and [reproduction](#)<sup>2</sup>. It is a combination of four fields that are more or less different from each other, These four fields are [sexual health](#), [sexual rights](#), [reproductive health](#) and [reproductive rights](#). In the concept of SRHR, these four fields are treated as separate but inherently intertwined. ( Please put the citations for the definitions)
- Write the heading “My Sexual Rights” on a flipchart and “My Reproductive Health Rights” on another. Ask participants to list their sexual and reproductive rights. Examples of these are as follows

Sexual Rights	Reproductive Health Rights
The right to sexual enjoyment	The right to plan a family
The right to protect yourself from the risk of infection	The right to use contraception
The right to avoid unwanted pregnancy	The right to learn about sex education
The right to refuse unwanted sex	The right to access reproductive health services e.g. maternity care
The right to obtain information on sexuality and sexual health	The right to terminate a pregnancy

### Activity 2: SRHR, a challenge to harmful cultural and faith beliefs

### Objective

- To identify ways in which cultural practices and religious beliefs about sexuality and reproduction can create barriers for enjoyment of SRHR.

**Time:** 40 minutes

### Materials:

- Flipchart
- Markers

### Step 1: Brainstorm (15 minutes)

<sup>1</sup> Ann M Starrs, et al. Accelerate progress—sexual and reproductive health and rights for all: report of the Guttmacher–Lancet Commission, p 2645. <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2818%2930293-9>

<sup>2</sup> “IPPF Charter on Sexual and Reproductive Rights Guidelines”. IPPF. 22 November 2011.

- Ask participants **What does your culture say about sexuality** (i.e. the way people experience and express themselves sexually) **and reproduction** (the production of offspring)? Write down all the responses on a flipchart and encourage discussion on any differences in what is expected and/or considered appropriate for men and women. Also ask **What is the effect of this on women and men's experiences** or use of violence e.g. The belief that girls can't say yes to sex so boys have to be persistent and even forceful leads to first sexual encounter for most girls being coerced or forced.
- Ask participants **What does your religion say about sexuality and reproductive health?** Write down all the responses on a flipchart and encourage discussion on any differences in what is expected and/or considered appropriate for men and women. Also ask **What is the effect of this on women and men's experiences** or use of violence e.g. restriction in some churches on women's use of contraception.
- Ask participants **What are the similarities between what culture and religion says about sexuality and reproductive health?** Are there any conflicts between Sexual and Reproductive Health Rights and what culture and religion dictate for women and men?

<b>Sexual health</b>	<b>Reproductive health</b>	<b>Sexual rights</b>	<b>Reproductive rights</b>
<p>“A state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” Sexual health implies that all people have access to:</p> <ul style="list-style-type: none"> <li>• Counselling and care related to sexuality, sexual identity, and sexual relationships;</li> <li>• Services for the prevention and management of sexually transmitted infections, including HIV/AIDS, and other diseases of the genitourinary system;</li> <li>• Psychosexual counselling, and treatment for sexual dysfunction and disorders; and</li> <li>• Prevention and management of cancers of the reproductive system.</li> </ul>	<ul style="list-style-type: none"> <li>• “Reproductive health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity, in all matters relating to the reproductive system and to its functions and processes.” Reproductive health implies that all people are able to:</li> <li>• Receive accurate information about the reproductive system and the services needed to maintain reproductive health;</li> <li>• Manage menstruation in a hygienic way, in privacy, and with dignity;</li> <li>• Access multisectoral services to prevent and respond to intimate partner violence and other forms of gender-based violence;</li> <li>• Access safe, effective, affordable, and acceptable methods of contraception of their choice;</li> <li>• Access appropriate health-care services to ensure safe and healthy pregnancy and childbirth, and healthy infants;</li> <li>• Access safe abortion services, including post-abortion care; and</li> <li>• Access services for prevention, management, and treatment of infertility.</li> </ul>	<ul style="list-style-type: none"> <li>• Sexual rights are human rights and include the right of all persons, free of discrimination, coercion, and violence, to:</li> <li>• Achieve the highest attainable standard of sexual health, including access to sexual and reproductive health services;</li> <li>• Seek, receive, and impart information related to sexuality;</li> <li>• Receive comprehensive, evidence-based, sexuality education;</li> <li>• Have their bodily integrity respected;</li> <li>• Choose their sexual partner;</li> <li>• Decide whether to be sexually active or not;</li> <li>• Engage in consensual sexual relations;</li> <li>• Choose whether, when, and whom to marry;</li> <li>• Enter into marriage with free and full consent and with equality between spouses in and at the dissolution of marriage;</li> <li>• Pursue a satisfying, safe, and pleasurable sexual life, free from stigma and discrimination; and</li> <li>• Make free, informed, and voluntary decisions on their sexuality, sexual orientation, and gender identity.</li> </ul>	<ul style="list-style-type: none"> <li>• Reproductive rights rest on the recognition of the human rights of all couples and individuals to decide freely and responsibly the number, spacing, and timing of their children, to have the information and means to do so, and the right to attain the highest standard of reproductive health. They also include:</li> <li>• The right to make decisions concerning reproduction free of discrimination, coercion, and violence;</li> <li>• The right to privacy, confidentiality, respect, and informed consent; and</li> <li>• The right to mutually respectful and equitable gender relations.</li> </ul>

# INTEGRATED DEFINITION OF SEXUAL AND REPRODUCTIVE HEALTH AND RIGHTS<sup>3</sup>

## The following is an integrated definition of sexual and reproductive health and rights:

Sexual and reproductive health is a state of physical, emotional, mental, and social wellbeing in relation to all aspects of sexuality and reproduction, not merely the absence of disease, dysfunction, or infirmity. Therefore, a positive approach to sexuality and reproduction should recognise the part played by pleasurable sexual relationships, trust, and communication in the promotion of self-esteem and overall wellbeing. All individuals have a right to make decisions governing their bodies and to access services that support that right. Achievement of sexual and reproductive health relies on the realisation of sexual and reproductive rights, which are based on the human rights of all individuals to:

- Have their bodily integrity, privacy, and personal autonomy respected;
- Freely define their own sexuality, including sexual orientation and gender identity and expression;
- Decide whether and when to be sexually active;
- Choose their sexual partners;
- Have safe and pleasurable sexual experiences;
- Decide whether, when, and whom to marry;
- Decide whether, when, and by what means to have a child or children, and how many children to have;
- Have access over their lifetimes to the information, resources, services, and support necessary to achieve all the above, free from discrimination, coercion, exploitation, and violence.

Essential sexual and reproductive health services must meet public health and human rights standards, including the “Availability, Accessibility, Acceptability, and Quality” Framework of the right to health. The services should include:

- Accurate information and counselling on sexual and reproductive health, including evidence-based, comprehensive sexuality education;
- Information, counselling, and care related to sexual function and satisfaction;
- Prevention, detection, and management of sexual and gender-based violence and coercion;
- A choice of safe and effective contraceptive methods;
- Safe and effective antenatal, childbirth, and postnatal care;
- Safe and effective abortion services and care;
- Prevention, management, and treatment of infertility;
- Prevention, detection, and treatment of sexually transmitted infections, including HIV, and of reproductive tract infections; and
- Prevention, detection, and treatment of reproductive cancers.

<sup>3</sup> Ann M Starrs, et al. Accelerate progress—sexual and reproductive health and rights for all: report of the Guttmacher–Lancet Commission, p 2646. <https://www.thelancet.com/action/showPdf?pii=S0140-6736%2818%2930293-9>

## MODULE 3: GENDER BASED VIOLENCE (GBV)

### Objectives:

- To understand Gender Based Violence, its different forms, causes and effects
- To gain knowledge of the national Gender Based Violence (GBV) strategy
- To understand the provisions of the Domestic Violence Act

**Time:** 4 hours

### Materials:

- Flip chart
- Markers

### Activity 1: Understanding Gender Based Violence (GBV) (30 minutes)

#### Step 1; Brainstorming and defining Gender Based Violence (GBV) (15 minutes)

- In pairs, brainstorm and list key words that describe 'violence', and discuss what Gender Based Violence (GBV) means.

Present this definition “Gender-based violence is violence involving men and women, in which the female is usually the victim; and which is derived from unequal power relationships between men and women. Violence is directed specifically against a woman because she is a woman, or affects women disproportionately. It includes, but is not limited to, physical, sexual, and psychological harm...It includes that violence which is perpetuated or condoned by the state.” (Acknowledge source)

#### The Definition shows the following:

- » Gender Based Violence (GBV) can occur to women, men, girls and boys
- » The acts are done due to someone's sex (whether female or male)
- » It causes harm physically, emotionally, economically, sexually
- » It can take place in public or private space
- » It can take place even in times of peace
- » It can take place in times of conflict
- Explain that there are some cases of men who have suffered violence at the hands of women, and while these cases demand our attention, there is staggering evidence and statistics that the majority of violence in Zimbabwe is perpetrated by men, on women.
- Highlight that GBV takes many forms including Domestic and Intimate Partner Violence (IPV), Gender-based workplace discrimination, stigmatization, and social exclusion, Sexual harassment and intimidation, Sexual exploitation and abuse, and Trafficking for forced labor and sex work within and across borders.
- Ask the Participants write on cards acts that fall under the following forms of Gender Based Violence (GBV)
  - » Physical violence;
  - » Psychological violence;
  - » Sexual violence;
  - » Economic abuse
- When the groups have completed the task post the cards onto flipcharts on which the following headings are written: physical abuse, psychological abuse, sexual abuse economic abuse;

## Forms of Gender Based Violence



Adapted from Training Manual on GBV for the Judiciary 2016

### Step 2: Discussion on forms of GBV in local community (10 minutes)

- In plenary discuss the forms of GBV that have been posted by the groups. Explain “There are various forms of Gender Based Violence (GBV) that we may not even have labelled as such, but when we see it happen we know that such actions are wrong, for example, ...”; and
- Ask participants which types of violence are most prevalent in the local community? Who are the victims of Gender Based Violence (GBV) in their community? Who are the perpetrators? Discussions must acknowledge that GBV affects both women and men but emphasise that women and girls are by far the worst affected from community to community.

### Wrap It Up (5 minutes)

Conclude by summarizing the various forms of Gender Based Violence (GBV) that have been identified by participants.

## ACTIVITY 2: UNDERSTANDING THE EFFECTS OF GBV

### Objectives:

- To understand the effects of Gender Based Violence on survivors

**Time:** 30 Minutes

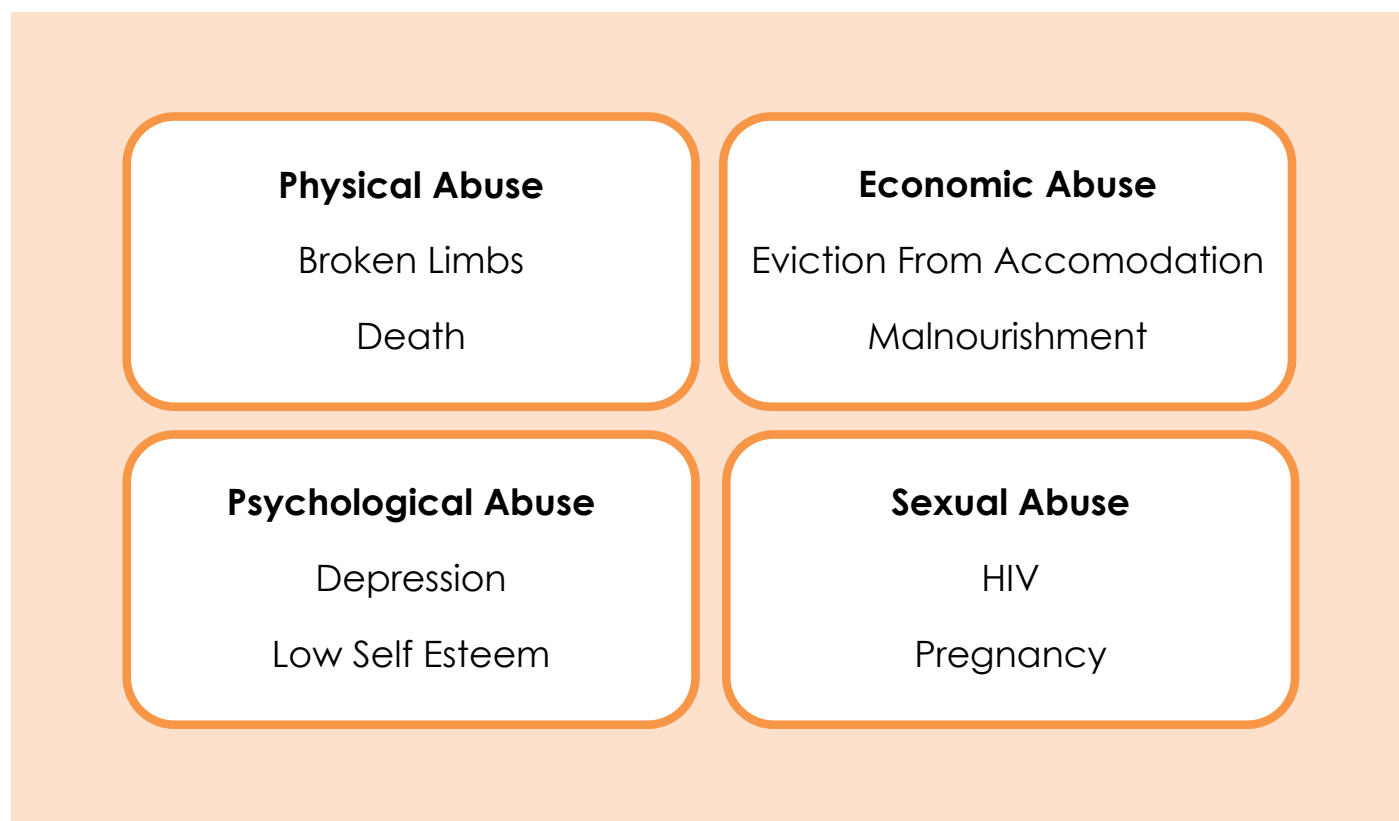
### Materials:

- Flipcharts
- Markers
- Sticky stuff or tape
- Cards

## Step 1: Group work (15 minutes)

- Divide participants into groups and ask them to write on cards 5 ways in which Gender Based Violence (GBV) affects survivors or other people (in their communities?)
- Invite participants to cluster the cards onto into the following categories on flipcharts you will have prepared before.
  - » Effects of physical abuse;
  - » Effects of psychological abuse;
  - » Effects of sexual abuse;
  - » Effects of economic abuse; and
  - » Other effects related to GBV.

## Effects of GBV



## Step 2: Discussion (10 minutes)

- Discuss the different effects of GBV that are listed on the flip charts. Be sure to share additional examples if these have been left out, see below...

Bed wetting in children	Poor performance in school
Death and suicides	Drug abuse by victims
Poor social relations	Mental illness
Family break up	Divorce
Depression	Low self esteem
Physical injury	Increase in levels of poverty
Disease	Emotional damage including anger, fear, resentment and self-hate
Sleeping disorders	Feelings of shame on part of victim

- Probe to find out if these effects are easier or harder to see in strangers or people we know. Ask **How are these effects different on children?**

## Wrap It Up! (5 minutes)

Conclude by summarizing the effects of Gender Based Violence (GBV) that have been identified together with the group.

## ACTIVITY 3: UNDERSTANDING THE CAUSES OF GENDER BASED VIOLENCE

### Objectives:

- To understand the causes of Gender Based Violence

**Time:** 30 Minutes

### Materials:

- Flipcharts
- Markers
- Sticki stuff or tape

### Step 1: Reflections on causes of GBV (10 minutes)

- Ask What reasons have you heard given by perpetrators of GBV? Record responses on a flip chart as follows;

Poverty	Infertility
Lack of communication	Withholding sex
Infidelity	Differences in opinion
Difference in personalities	Cultural differences
Religious differences	Socialization
Power – men's power over women	Extended family influence

### Step 2: Discussion. Is GBV sometimes deserved and/or acceptable (15 minutes)

- Lead a discussion on whether these reasons for Gender Based Violence (GBV) are justified. In the discussion, consider what the law allows as defences to perpetrators. Ask participants to reflect back to the discussion on patriarchy and men's power over women, How do unequal power relations contribute and justify GBV in their community?

## Wrap It Up (5 minutes)

Societies have directly or indirectly sponsored attitudes that make GBV, especially by Intimate Male Partners on their Female Partners, acceptable and normal. The way, boys and girls, are socialized perpetuates these societal attitudes that entrench and perpetuate GBV. Some of the attitudes that justify GBV include;

- The idea that men have the right to control wives' or partners' behaviour and can discipline them.
- The belief that there are just causes for violence.
- GBV survivors often are blamed for the violence they have experienced—both by men and by women.

Conclude this Unit by summarising the discussions and emphasize the definition of GBV, how to recognise it, its causes, impacts and that it is against humanity and the law.



## ACTIVITY 4: DOMESTIC VIOLENCE ACT

### Objectives:

- To understand domestic violence; its forms, causes and effects
- To know the provisions of the Domestic Violence Act

### Step 1: Reflection on Domestic Violence (5 minutes)

- In plenary ask participants by a show of hands on who has heard about the Domestic Violence Act
- Ask; What is domestic violence and what are the forms?

### Step 2: Presentation on Domestic Violence (30)

- Present the following information on domestic violence with a focus on:
  - » Who is affected?
  - » What is domestic violence?
  - » Where does a person faced with violence get help?
  - » How are they assisted?

### The Domestic Violence Act 2007

Definition: Domestic violence is an unlawful act, omission or behavior which results in the death or the direct causing of physical, sexual or mental injury to a complainant by a respondent. (Domestic Violence Act Chapter 5:16)

### Forms of abuse outlined in the law

- » Physical abuse
- » Sexual abuse -any conducts that causes humiliation or degrades the sexuality of complainant
- » Emotional, verbal and psychological -degrading or humiliating conduct towards a complainant for example repeated insults, ridicule or name calling or repeated threats to cause emotional pain, possessiveness that deprives complainant of liberty, privacy, integrity or security, any act of domestic violence when done in the presence of a minor child causes mental injury to child.
- » Economic abuse -depriving complainant of financial resources e.g. money for food, medical expenses, school fees, mortgage bond payments and rent, denying the complainant the right to seek employment or engage in self-income generating activity.
- » Intimidation saying something or passing a gesture or message that causes a complainant to be afraid that they are going to be harmed
- » Harassment -watching / loitering outside or near the building, school or workplace of complainant, sending or causing the sending of the abusive phone calls or SMS, sending or causing sending of abusive and offensive letters telegrams, packages, facsimiles, emails or objects.
- » Stalking -pursuing or deliberately bumping into complainant
- » Malicious damage to property
- » Forcible entry into complainant's residence where the parties are not staying together
- » Depriving the complainant use of house, furniture or assets in the house
- » Unreasonable disposal of household property or other goods in which complainant has an interest
- » Forced wife inheritance
- » Pledging a girl child / woman for purpose of marriage

- » Forced virginity test
- » Abuse done because complainant is physically or mentally disabled or that complainant cannot see hear or speak (blind, deaf and dumb)
- » Abuse done because complainant is mentally ill, has a mind that has not completely developed or any physical disorder
- » Any act of domestic violence that when it is committed, it causes mental injury to children

**Tip!** Remind participants that Domestic Violence is not just between intimate partners. DV frequently happens in families between members of the extended family just as much as it occurs between intimate partners.

## Who can be the complainant?

- Current wife or husband
- Former wife or husband
- Wife and husband who are on separation
- Child of a responded whether born within a marriage, born outside marriage, adopted child or step child
- Any person who is or has lived with the responded in the same house hold, it does not matter that person is related to the respondent or not e.g. domestic workers
- Any person who is co-habiting with the respondent or has been in an intimate relationship with the respondent.

## Obtaining Relief

Facilitator should discuss the difference between civil and criminal cases.

- In criminal cases, the complainant is the state and is represented by a prosecutor. The penalty is imprisonment, a fine, and a caution or community service.
- Civil cases involve two or more persons. Persons include legal persons such as a company, a partnership or a trust. The order given can be payment of damages, the respondent to stop conducting her/himself in a certain manner, the return of goods, the payment of money and the performance of a service.

**NB:** A domestic violence case can be both civil and criminal. A complainant can file both criminal and a civil case against a respondent. A criminal case may result in imprisonment, payment of a fine or both whilst a civil case results in the issuance of a protection order.

## What constitutes a criminal offence?

- All forms of domestic violence constitute criminal offence except emotional, verbal, psychological and economic abuse.

## How to obtain a protection order

Most people are familiar with a binding over order commonly known as a peace order. The facilitator should discuss with the participants the issue of a peace order, how it is obtained, who can obtain it, what it provides for as well as its validity. The Facilitator should state that a protection order is wider than a peace order and provides more protection.

A peace order is provided for in terms of The Criminal Procedure and Evidence Act. It is obtained from a magistrate court. It is not specific to domestic violence but can be obtained by anyone whose peace has been breached.

## Contents of an Interim or Final Protection Order

The protection order can do the following:

- Stop the respondent or any other person acting on behalf of respondent from committing further acts of domestic violence
- Order respondent to stay away from the complainant. This could be from the place of work or home.
- Stop the respondent from going to any place or any premise that the complainant works, attend or frequents for instance church, bar or night club.
- Order the respondent to pay emergency maintenance for complainant or any child for food, shelter, clothing and schooling. This is valid for 6 months but can be extended by the court up to 3 months at a time.
- Award temporary custody of any child or dependent of the respondent to any person e.g. the complainant, institution (children's home) and state clearly the issue of access that is when, how long and how often the person who does not have custody of the child will see the child. This is valid for 6 months but can be extended by the court for up to 3 months at a time.
- Order the respondent to give the complainant, any child or dependent of the complainant access to their place of residence (home) and use facilities there.
- Order respondent to compensate complainant for any injury, pain or trauma suffered. This is in form of monetary compensation.
- Order that complainant or respondent or both go for counselling, but the respondent must meet all the expenses.
- Catch all phrase: order anything else that is helpful or necessary for the wellbeing of the complainant, any child or dependent. This should relate to the application of the protection order.

## Validity of the protection order

The protection order is valid for 5 years. A warranty of arrest is attached to the protection order. The warranty shall be enforced only when a respondent breaches the order. The complainant or anyone who knows the facts must write an affidavit and state why he /she is saying that the order has been violated.

## Revocation and variation of a protection order

A final or temporal protection order can be varied, revoked or extended if there is a change in circumstances. Complainant or complainant's representative can do this by applying to the court that granted the order. The court can revoke or vary an interim or protection order for good cause shown. An order can also be extended for a period of not more than 2 years.

## Wrap it up! (5 minutes)

To conclude ask participants what key points they have learnt or remember from your presentation.

## THE SURVIVOR CENTERED APPROACH

### Session

At the end of the session participants :

1. Must have knowledge on the survivor centered approach
2. Must state the role that they can play in such an approach

**Duration:** 1.5 hours

**Methodology:** Group work; plenary

**Material:** Flip charts, markers

### ACTIVITY 1 : DOMESTIC VIOLENCE ACT – SURVIVOR CENTERED APPROACH

#### Instructions

- Select six participants
- Give them roles – a survivor of GBV, a perpetrator, an uncle, an aunt, a Pastor and a friend
- The survivor approaches separately the uncle, aunt, Pastor and friend and narrates briefly that s/he has faced GBV and is looking for assistance.
- Each person approached advises the survivor on what kind of assistance that they can get from her/him
- In plenary discuss the issues arising

Facilitator uses fact sheet to discuss the survivor centred approach. Facilitator can begin by asking the following questions?

- What is a survivor?
- What is the difference between a survivor and a victim?

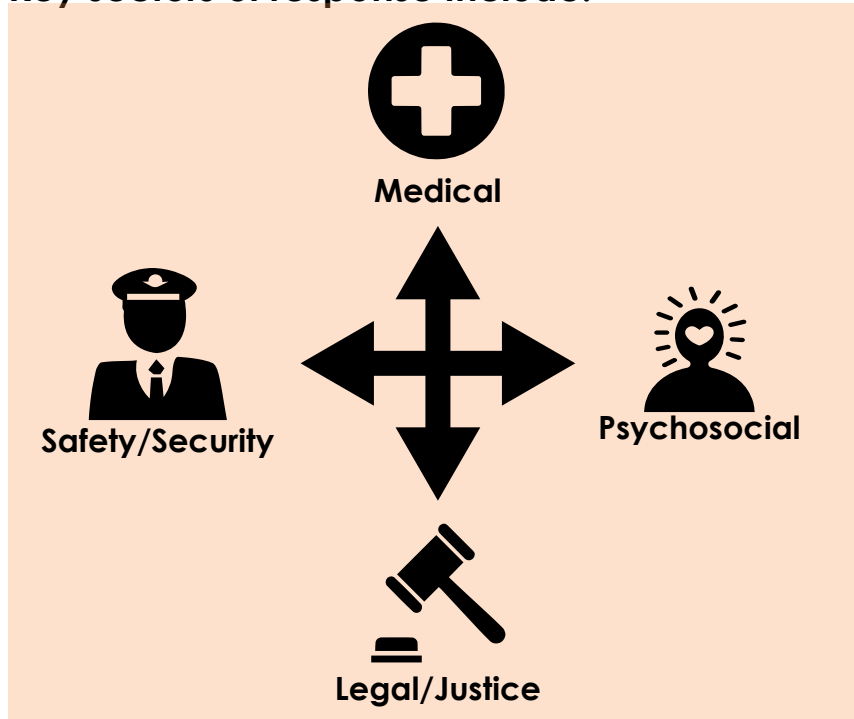
#### FACT SHEET

##### THE SURVIVOR CENTERED APPROACH

The survivor centred approach means that :

1. The survivor must be treated with dignity and respect
2. Confidentiality must be assured and respected
3. Safety and security of the survivor is of paramount importance
4. The survivor must receive comprehensive information on GBV
5. The survivor must be made aware of the available options available to them
6. The survivor must not be discriminated against on any ground whatsoever

## Key sectors of response include:



In plenary discuss some of the services that a survivor may require as illustrated in the fact sheet above.

**A survivor-centred approach** to violence against women seeks to empower the survivor by prioritizing her rights, needs and wishes. It means ensuring that survivors have access to appropriate, accessible and good quality services

## ACTIVITY 2: REFERRAL PATHWAY FOR SURVIVORS OF GENDER BASED VIOLENCE

### Objectives:

- To know the National Referral Framework and be able to identify the various institutional actors in the response to GBV, especially state institutions;
- To understand principles of the survivor centered multi-sectoral approach to GBV response

### Activities:

#### Step 1: Examining survivor response through drama

- Select six participants and give them each the following roles;
  - » Survivor of GBV
  - » Perpetrator of GBV
  - » Survivor's uncle
  - » Survivor's aunt
  - » Pastor
  - » Survivor's friend
- Ask the six participants to enact a scenario were the survivor approaches then separately and narrates briefly that s/he has experienced GBV and is looking for assistance. Each person approached should advise the survivor on what kind of assistance that they can get. (There is no preparation time for the skit, ask actors to improvise as they go)

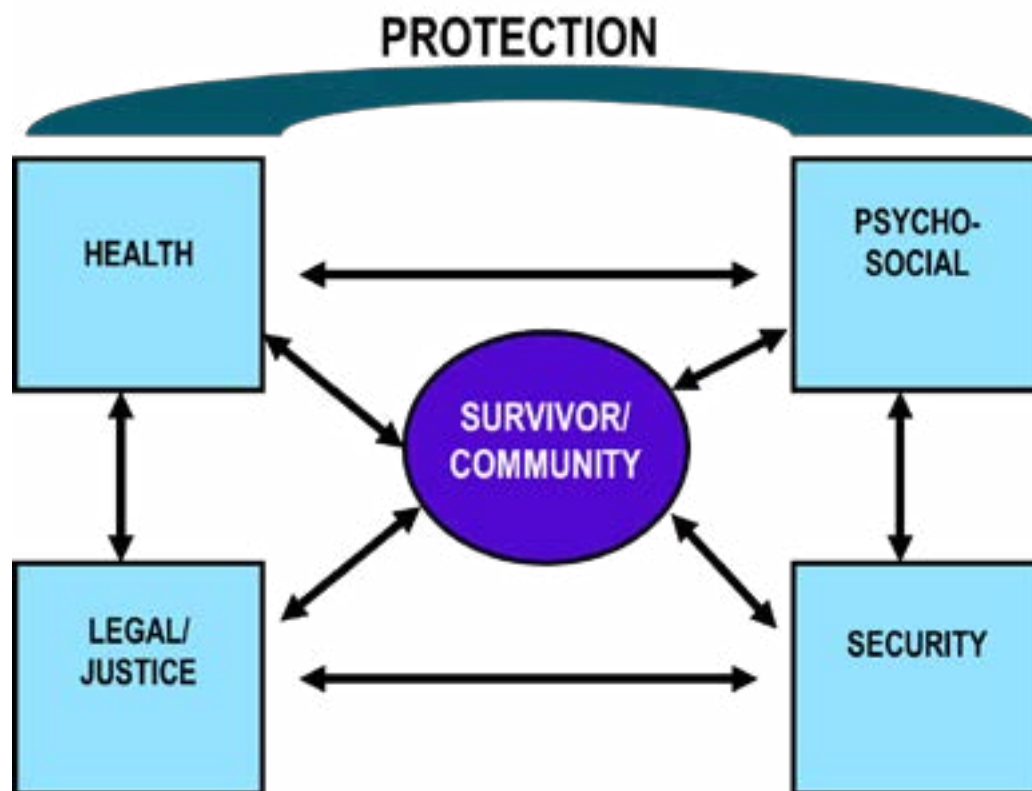
## Step 2: Discussion

- After the scenario has been presented discuss the reflections of observers on what happened in the survivor's encounters with the 5 actors. Use the discussion guide to probe;
  - » What is the difference between a survivor and a victim?
  - » What do you think a survivor-centered approach is?
  - » Were the different interactions the survivor had survivor centered?

**NB:** Survivor/Victim - These terms refer to a person who has experienced any form of GBV. These terms are often used synonymously, but the term "survivor" is encouraged to emphasize that people who experience GBV are not just "passive" victims of these crimes, but are surviving them, actively trying to stop the violence in their lives, and seeking support.

Give participants Hand out 4: Survivor centered approach **in plenary discuss some of the services that a survivor may require i.e.**

- Medical care
- Psychosocial support
- Legal and justice services
- Safety and security



### Objectives:

- To learn how the National Referral Pathway works and how the different actors coordinate

### Activities:

**Facilitator Notes:** A survivor-centred approach means all service providers engaged in addressing Gender Based Violence (GBV) apply the human rights-based approach that ensures that survivors' rights and needs are first and foremost. The approach is based on a set of principles and skills designed to guide professionals regardless of their role. Use

of the approach helps to promote the survivor's recovery and his/her ability to identify and express needs and wishes, as well as to reinforce his/her' capacity to make decisions about possible interventions.

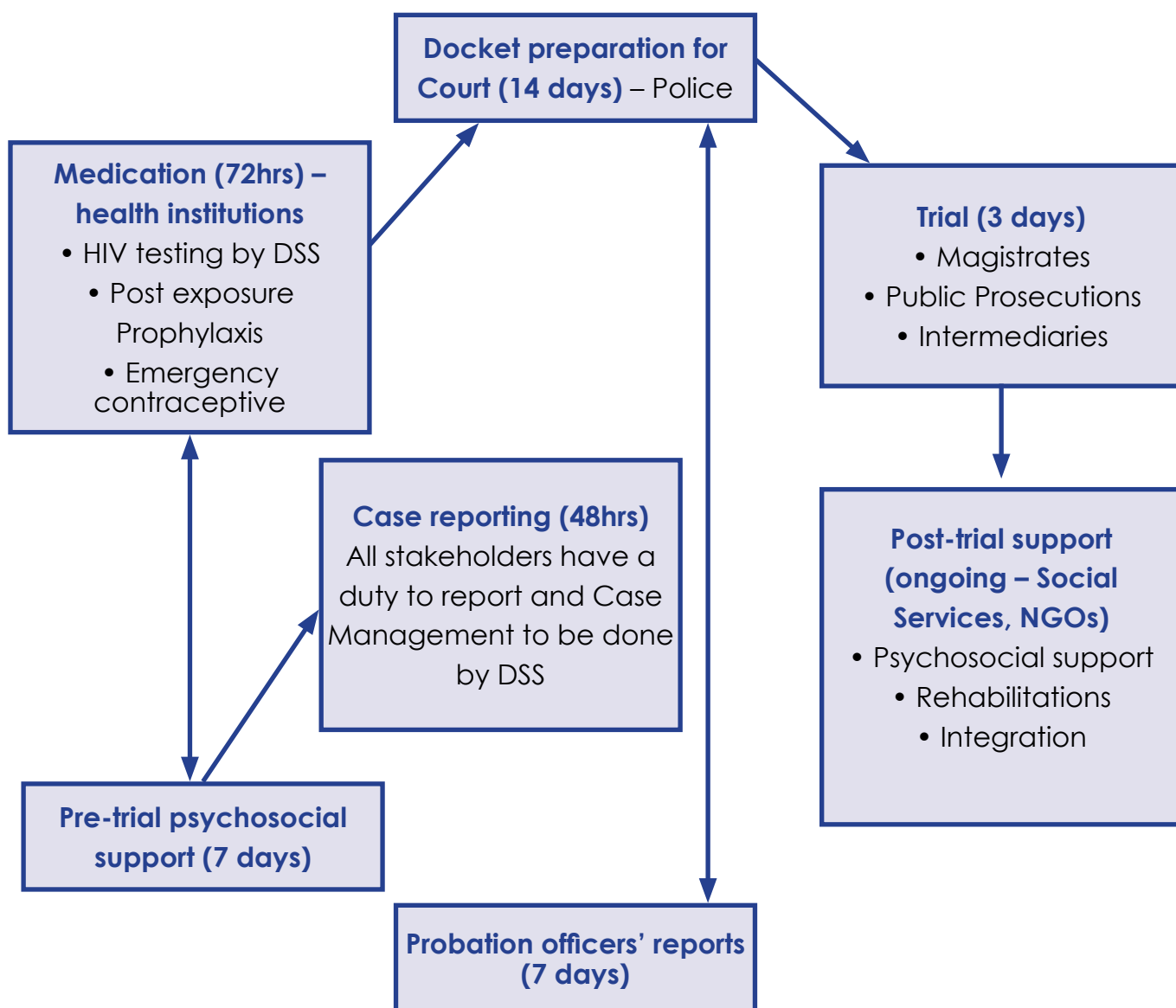
### Step 1: Understanding the multi-sectoral protocol referral pathways

Explain that the Protocol for the Multi-Sectoral Management of Sexual Violence (2012) provides guidelines that must be followed at each stage in the provision of services to survivors of sexual violence and abuse.

- The referral pathway is the process by which a survivor of GBV receives assistance from different service providers in a coordinated manner. Making use of the referral pathway means that the survivor is able to access all the services that he/she requires and it also means that each service provider has a duty to refer a survivor to the next service provider that he/she needs.

### Step 2: Minimum package of service for survivors of sexual violence

- Outline the Minimum package of survivor centred services for survivors of sexual violence and emphasize the time frames provided as below;



## Referral Pathways for Incidents of Sexual Violence

**\*As outlined in the Protocol on the Multi-Sectoral Management of Sexual Abuse and Violence in Zimbabwe, 2020**

<p><b>Key Guidelines for Service Provision</b></p> <ul style="list-style-type: none"><li>• No decision is made without the INFORMED CONSENT of the survivor;</li><li>• Conduct discussions in private settings with same-sex staff;</li><li>• Be a good listener, and non-judgmental;</li><li>• Be patient: don't press for information she/he doesn't want to share;</li><li>• Ask only relevant questions;</li><li>• Avoid the survivor having to repeat her story in multiple interviews;</li><li>• Do not laugh, show disrespect or disbelief</li><li>• NEVER blame the survivor;</li><li>• At all times, prioritize survivor and staff safety and security;</li><li>• By law, all incidents of rape and sexual abuse of children MUST be reported to the police;</li><li>• Always observe the guiding principles of Confidentiality, Safety, Respect, and Dignity; and</li><li>• By law, rape Treatment can be Initiated before Informing the Police</li></ul>	<p><b>Possible Results of Seeking Health Services for Survivor</b></p> <p><b>Benefits</b></p> <ul style="list-style-type: none"><li>• Treatment of injuries;</li><li>• Access to medical care including Emergency contraception, post-Exposure Prophylaxis for HIV, STI prophylaxis or treatment, Hepatitis and</li><li>• Tetanus vaccinations;</li><li>• Access to emotional and psychosocial support; and</li><li>• Collection of forensic evidence to support case with police and court.</li></ul> <p><b>Consequences</b></p> <ul style="list-style-type: none"><li>• Compromised confidentiality and safety;</li><li>• Possible inappropriate treatment by service providers;</li><li>• Incident may be reported to others such as police and community leaders; and</li><li>• Legal recourse instituted against perpetrator may cause family discord if abuser is family member.</li></ul>
<p><b>According to the law NURSES can now treat survivors AND are AUTHORISED to fill out the MEDICAL AFFIDAVIT.</b></p>	

### Step 3: Principles for handling survivors

- When survivors visit any of the service providers along the referral pathway, including the church (which is tasked with provision of psychosocial support); they expect them to be guided by the following principles:
  - » **Dignity:** Service providers should recognise that even though the individual has suffered violence, they are still worthy of respect and honour and will be treated accordingly. Service providers are expected not to further humiliate, and or trivialise the individual's predicament. No decisions are to be made without the consent of the individual.
  - » **Confidentiality:** services are to be provided in private with an officer of the same sex where possible. The service provider should not discuss the individual's problem with other people and or workplace colleagues who are not involved in the provision of the said service.
  - » **Respect:** Service providers are not there to preach, impose their religious beliefs or views, nor to judge or blame the individual. Narration of the GBV incident over and over gain further traumatises the survivor emotionally unnecessarily.
  - » **Safety and security:** The service provider should take necessary steps to ensure the survivor is not at risk of further harm

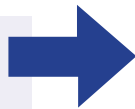


## PRIORITIES FOR REFERRALS

**\*As presented in the Protocol on the Multi-Sectoral Management of Sexual Abuse in Zimbabwe 2012**

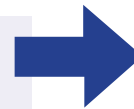
### **(1) Health care**

- Survivors of rape and sexual abuse are encouraged to seek health care as quickly as possible;
- Female survivors will get emergency contraceptives within 5 days of incident;
- Post exposure prophylaxis for HIV within 3 days of incident;
- STI prophylaxis within 5 days of incident; and
- Termination of pregnancy in the event of pregnancy after sexual abuse. This termination is done after authority is granted by a magistrate.



### **(2) Psychosocial**

- Support
- It is never too late to seek emotional and psychosocial support;
- Helps adult survivor to make decisions about reporting to the Police;
- Helps survivor to move on.
- Involve Department of Social Welfare on cases involving children; and
- Assists in safety planning
- With the survivor.



### **(3) Legal/ Justice Aid**

- Victim friendly units – ZRP
- Have been trained on appropriate interaction and treatment of survivors of sexual violence.
- Department of Social Services is called in for cases involving children and vulnerable adults as Probation officers.
- Cases of sexual violence
- Tried before a victim friendly Court.
- Legal aid service
- Organizations help survivors
- Through the court process.

### **Wrap up (5 minutes)**

Conclude the discussion highlighting that it may be difficult for people experiencing GBV to speak out and seek assistance. It is important not to judge survivors who decide not to leave abusive relationships but to think of how they can be supported to understand the consequences of violence and to seek the help they need.

## MODULE 4: THE CHILDREN'S RIGHTS

### Session

At the end of the session participants must be able to :

1. To assess the level of knowledge of participants on children's rights and responsibilities,
2. To identify key issues to be stressed during the training for each specific area, and
3. To link the general information on children's rights and responsibilities to the law.

### ACTIVITY 1 : CHILDREN'S RIGHTS

#### Duration: 1.5 hours

Methodology: Participants discuss and list children's rights and responsibilities in pairs. Plenary feedback with the facilitator linking the answers to relevant legal provisions.

#### Material:

- Flip charts
- markers

#### Defining a child

A boy or girl below the age of 18 years.

Constitution of Zimbabwe Section 81

Convention on the Rights of the Child

African Charter on the Rights and Welfare of the Child

### ACTIVITY 2 : CHILDREN'S ACT

#### Instructions

- Facilitator goes through the relevant provisions on Children's Rights in the new Constitution using a handout.
- Each participant is given a Constitution and they mark the relevant sections as presented.
- Participants will also be given factsheets on Children's rights and the Constitution

#### Children's Rights in the Constitution

Children's rights can be defined as being children's needs. Examples of such needs are decent shelter, education, adequate food, health care and clean water. These are things every child should be able to have or do in order to survive and grow to reach their full potential.

Children anywhere in the world including Zimbabwe have one thing in common. They want to be treated as human beings, and they want respect from adults just as they respect them.

## **Children's rights as contained in section 81 of the constitution of Zimbabwe are as follows:**

Every child, that is to say every boy and girl under the age of eighteen years, has the right-

- to equal treatment before the law, including the right to be heard
- to be given a name and family name;
- in the case of a child who is born in Zimbabwe; or
  - » born outside Zimbabwe and is a Zimbabwean citizen by descent; to the prompt provision of a birth certificate;
- to family or parental care, or to appropriate care when removed from the family environment;
- to be protected from economic and sexual exploitation, from child labour, and from maltreatment, neglect or any form of abuse;
- to education, health care services, nutrition and shelter;
- not to be recruited into a militia force or take part in armed conflict or hostilities;
- not to be compelled to take part in any political activity; and
- not to be detained except as a measure of last resort and, if detained
  - » to be detained for the shortest appropriate period;
  - » to be kept separately from detained persons over the age of eighteen years; and
  - » to be treated in a manner, and kept in conditions, that take account of the child's age.

Children's rights are also provided for in the United Nations Convention on the Rights of the Child (CRC) and the African Charter on the Rights and Welfare of the Child.

Zimbabwean children also have the same rights as those around the world, because children's rights are universal. The government and parents have a responsibility to respect, promote and protect children's rights.

Many of the rights of children contained in the CRC and African Charter are now in the Constitution of Zimbabwe.

## **Children's Responsibilities**

Children have responsibilities towards their parents, society and country subject to their age and ability. Children have the duty:

- To work towards the unity of the family, respect their parents, superiors and elders at all times and assist them in case of need.
- To use their physical and intellectual abilities towards the service of their country.
- To keep and strengthen social and national unity.
- To protect and strengthen African cultural values in their association with other members of the society
- To protect and strengthen the independence and honour of their country.
- To contribute to the best of their abilities, towards the promotion and success of African Unity.

## **ACTIVITY 3 : CHILDREN'S ACT**

### **CHILDREN'S ACT 38 OF 2005**

#### **Objectives:**

To empower the participants on the law on the important definitions in the Act

**Methodology:** brainstorming, lecture and group empowerment.

- Child - a person under the age of 18
- A child in need of care – a child;
  - » Who is destitute or has been abandoned;
  - » Who is an orphan and has no legal guardian (whoever is in charge of taking care of the minor)?
  - » Whose guardian/parents neglect him.
  - » Whose guardian/ parents are unfit e.g. mentally disturbed, alcoholic etc.
  - » Who is in the care of a person who has been convicted of a crime against that child.
  - » Who cannot be controlled by his/her parents/guardians
  - » Who is a habitual truant (always running away from home, school or institution)
  - » Who is always in the company of an immoral person e.g. prostitute
  - » Who begs in the street or engages in street trading
  - » Who is being maintained in circumstances that are detrimental to his well being
  - » Who suffers from mental or physical disability that requires treatment which the parent/guardian cannot afford
  - » Whose parent/guardian has given him/her up to another person as settlement of a customary dispute
  - » Whose parent/guardian makes him perform work that may harm his health or education
  - » Whose parent/guardian denies him proper health care
  - » Whose parent/guardian has removed him from lawful custody who is found in possession of drugs and liquor
- Earnings – in relation to responsible person, means any money payable to him by way of salary, pension, remuneration etc.
- Guardian – means the legal guardian and includes the person who has the custody, charge or care of the child either permanently or temporarily
- Legal guardian – includes a husband of a girl who is under 18 years old
- Minor – means a child under 18 years of age
- Hazardous labour means any work:
  - » Which may interfere with the child's education
  - » Which involves contact with any dangerous substance
  - » Which involves underground mining
  - » That exposes the child to electronically powered hand tools
  - » That exposes the child to extreme heat, cold or noise or whole-body vibration
  - » That is night shift work
- Infant – a person under the age of seven
- Place of safety – means any police station, hospital or suitable place for the reception of a child
- Probation officer – social worker – appointed by the minister of Public service, Labour and Social Welfare
- School going age – in relation to a child, means a child between 5½ years and 16 years
- Street trading – hawking of any article and distribution of articles and shoe cleaning, motor car attending etc.
- Young person – a child between sixteen (16) and eighteen (18) years old
- Ministry of Public Service, Labour and Social welfare

## CHILDREN'S AMENDMENT BILL 2017

The CHILDREN'S AMENDMENT BILL 2017 has been tabled and has not yet been passed as law. The amendment bill addresses gaps in the Children's Act and it aligns the act with the Constitution of Zimbabwe, 2013. The significant amendments are the following:

- Definitions: a child is defined as a person under the age of 18 years
- Child in need of care will include a child who is married, child who lives on the streets, child who is pregnant or who is sexually abused
- Deletion of any reference to a husband of a girl under the age of 18

## SETTING UP OF CHILDREN'S COURT

- Every Magistrates Court is a Children's Court
- Magistrates preside over children's matters
- Other officers are referred to as Children's Court Assistants Procedure in Children's court
- The normal rules of procedure may not be adhered to in these courts
- The relaxation is so not to disadvantage a child in any civil or criminal matter
- Evidence in the form of an affidavit or report is acceptable
- Publication of a child's name, address, school or nay other information that may reveal a child's identity is not allowed unless the presiding officer thinks it is very necessary to publish such information.
- All proceedings should be held in camera which means that the child will not be allowed in court. Only a child's parent/ guardian, a child's representative or a person in charge of a home institution where a child resides is allowed to be present.

## ACTIVITY 4 : CHILDREN'S ACT – NEGLECT

### PREVENTION OF NEGLECT, ILL TREATMENT AND EXPLOITATION

#### Module Objectives

At the end of the session participants must know :

- the various forms of neglect, ill treatment and exploitation of children

**Methodology:** Brainstorming, lecture and case studies.

**Duration:** 2 hours

#### Ill treatment or neglect of children

- Assaulting e.g. beating up a child, ill-treating, neglecting, abandoning or exposing, allowing a child to be assaulted, ill-treated, neglected or abandoned, is an offence
- How is a child abandoned or neglected?
- By failing to maintain the child
- By showing little interest in the well-being of the child
- By failing to properly supervise a child
- By leaving an infant unattended

#### **\*EVEN WHERE NO HARM HAS BEFALLEN THE CHLD, A PERSON MAY STILL BE CONVICTED OF THE OFFENCE**

Acceptable Defence: Failure to provide for the child should be due to a lack of means,

which should not arise out of

- Unwillingness to work
- Misconduct
- Unreasonable debts
- Not seeking help from a person legally liable to maintain the child

## **\*THE ACT SPECIFICALLY POINTS OUT THAT PARENTAL RIGHTS TO ADMINISTER REASONABLE PUNISHMENT HAVE NOT BEEN TAKEN OVER BY THE ACT**

### **Corruption of Children**

A person is guilty of corrupting a child if they;

- Allow a child to reside or frequent a brothel
- Cause the seduction, abduction of or prostitution by/of a child

### **Medical examination and treatment of a child**

A doctor or any medical officer is given authority by the Act to cause the medical examination of the child suspected not only to be ill but to be infected by any viruses or diseases.

A child who is filthy or whose clothes are dirty can also be examined by a doctor and the child can be placed in a hospital for the examination

The examining doctor is also allowed to instruct or direct the parent or guardian of the infected child to take the child for treatment, failing which the concerned parent / guardian can be summoned by the Children's court to explain the reason for the failure.

## **\*IT IS ALSO AN OFFENCE TO STOP OR OBSTRUCT A PERSON WHO WILL BE CAUSING THE EXAMINATION OF AN INFECTED CHILD OR THE PLACEMENT OF THE CHILD INTO A HOSPITAL**

### **Begging and Public Entertainment**

A parent /guardian who allows or causes a child to do the following would be committing an offence:

- beg
- accompany the parent/guardian or any other person to beg
- perform for public entertainment in a way that can harm the child's body or mind, health or morals etc.

To avoid prosecution, the offender would have to prove that:

- s/he did not allow the conduct
- s/he could not have prevented it

### **Allowing a Child to Commit an Offence**

The act explains what it calls 'conducting a child to commit an offence ';

- encouraging
- training
- knowingly providing a child with the means, facilities to commit an offence

### **Evidence of a spouse of an accused person**

Evidence of spouse of an accused person: A person can give evidence against their spouse in criminal proceedings without the spouse's consent

## **Liquor/tobacco/ drugs**

### **Sale of liquor, tobacco or drugs to children**

It is an offence to sell, lend, give, supply or offer to do so to any child any liquor, tobacco or cigars, no specified medicine shall be sold to a child without the written authority of the child's parent/guardian

### **Seizure and confiscation of liquor/tobacco/drugs from a child**

A police officer, a probation officer or a teacher within a school may confiscate liquor/tobacco/drugs found in the possession of a child

## **Gambling**

Any operator of a gambling machine who allows children to access it, may be ordered by the court, upon application any an aggrieved person to remove it.

## **Estimation of age**

Section 82 allows for the estimation of child's age, except in criminal proceedings, by the presiding officer unless the contrary is proved.

In criminal proceedings the estimation has to be done by a designated medical officer

## **Employment of Children**

It is an offence for;

- a parent/guardian to cause or permit a child of school going age to be absent from school for purposes of gainful employment
- any person to employ for gain, a child of school going age

The only defence an accused person can get away with would be to prove that s/he believed that the child was not attending school and is not of school going age. The law stipulates that a parent/guardian of a child should not permit such a child to engage in hazardous labour

## **ACTIVITY 5 : CHILD LABOUR**

### **What is Child Labour?**

It is any form of economic exploitation against a child which includes performing any work that is likely to be hazardous or to interfere with the education, health, physical, mental, spiritual, moral or social development of the child. It is a form of child abuse and therefore a punishable offence.

### **Hazardous labour:**

- Any work that is likely to jeopardize the health, safety or morals of the child or interfere with the education of a child.
- Any work involving contact with any hazardous substance
- Underground mining
- Work that exposes a child to electronically powered hand tools, cutting or grinding

- Work that exposes a child to extreme heat, cold, noise or whole-body vibration.
- Night shift work.

## **Children and labour contracts**

No person shall engage a child under the age of 13 years in any form of employment or position of apprentice. For children between 13 and 15 years the law allows employment only in position of apprenticeship if the children are assisted by a guardian in entering the contracts.

A child between the age of 13 and 15 years old may perform any work other than that prohibited by the law at school, technical or vocational institution.

Children between 13 and 15 years old can lawfully be allowed to work in an industry or other organized undertakings as part of a technical or vocational course (attachment or apprenticeship) but the children have to be assisted by a guardian in entering the contracts.

## **Children between 16 and 18 years:**

- The Labour Act does not state that it is unlawful to employ these.
- An employer may enter into a contract of employment with a child of between 16 years and 18 years but the child has to be assisted by a guardian in entering the contract.

## **Safeguarding Of Children at Public Entertainments**

The Children's Act puts in place strong measures for an adult to provide entertainment for children or for adults who may be with their children. The provider of such entertainment has to be certain that,

- s/he can provide and keep stationed upon his/her premises an adequate number of adult attendants "properly instructed and sufficiently qualified " to control the children.
- s/he is able to control the children whilst entering or leaving the premises
- s/he takes all reasonable steps to ensure the safety and well-being of the children

The same section empowers a police officer to enter such premises in order to ensure that the children's well-being and safety have been taken care of.

If the occupier of the place of entertainment has a licence upon his conviction, the court may cancel his licence

## **Power to Bind Over Person Having Custody of Young Girl to Exercise Proper Care**

The Act allows anyone to lodge a complaint with the Children's Court concerning a girl who is under eighteen years of age who is being exposed to seduction or prostitution or neglected. The court then binds that negligent parent/guardian by asking them to pay a deposit (recognizance) as surety that s/he exercises proper care and supervision of the girl child. Should the negligent person fail to pay the recognizance the court may commit him/her to prison.

## **REMOVAL OF CHILDREN TO A PLACE OF SAFETY**

A police officer, health officer, education officer or probation officer can remove a child from any place to a safe place when s/he is convinced that the child is staying in an undesirable environment



## **The powers of Children's Court**

The courts role in the removal of a child to a place of safety

The circumstances under which a court or magistrate may authorize the removal of a child to a place of safety are as follows;

- if an offence has been committed against a child or where the parent/guardian has been convicted or imprisoned after trial
- If the Magistrate has reasonable grounds that an offence is being committed against the child the Magistrate may even issue a warrant for searching for the child.

The police officer is also allowed to use force to enter a premise where such a child is detained. The child could even be brought to the hearing where an enquiry may be held by a magistrate. The children's court has powers to declare a child in need of care and can authorize that such a child be placed in a certified institution or into the custody of a suitable person

In the event of a conviction, the court may order that the convicted child be placed into the custody of his parent/guardian, or order that the child reside at a certain place or even order that the child performs community service.

Should that child run away from the institution or fail to complete the community service, he can be sentenced to moderate corporal punishment not exceeding six (6) strokes in accordance with section 3535 of the Criminal Procedure and Evidence Act, Chapter 9:07

### **\*ONLY BOYS UNDER THE AGE OF EIGHTEEN YEARS CAN BE SETENCED TO CORPORAL PUNISHMENT**

A parent or guardian is equally guilty of an offence if s/he fails to take reasonable steps to ensure that e child complies with a court order

### **\* AN ORDER OF COURT MAY BE CHANGED (DISCHARGED, VARIED OR REVIEWED) IF THERE ARE REASONS FOR THE CHANGE**

If a child attains the age of eighteen (18) years before the enquiry can be completed, the court can go ahead and complete the enquiry and make any necessary order.

## **Places of Safety and Remand Homes**

These are established in accordance with sections 28 – 31 of the Act

An institution can only be recognized after it has been registered and issued with a certificate. It should be run in compliance with the Ministry's regulations.

## **Liability for maintenance of child**

If a child is placed in a home or any other institution but is under the custody of a parent/guardian, the parent/guardian is expected to maintain that child during the child's stay in the home. The law also deals with the administration issues such as transfer and discharge of a child. It is also a requirement to write regular reports about the conduct of the child who is in an institution.

## **Absconding pupils**

Assisting a child to abscond from an institution is an offence. A child who absconds can be placed in another home even in South Africa

## **Role of probation officers**

These are appointed in terms of the Act by the minister

Their duties are:

- To enquire into the report on the conduct, character and living environment of a child on trial or under inquiry
- To advise the court on the best possible sentences or institution for placement of a child who has been convicted of an offence
- To counsel or supervise such a child

A probation officer is also an officer of the court.

## **ACTIVITY 6 : ADOPTION OF CHILDREN**

### **Adoption process**

It is a process whereby an adult assumes the legal responsibility of custody and guardianship of a child

### **Adoption order**

The order can only be obtained after application to the court. Only one person can apply for adoption except where the two people are married to one another. A spouse of a parent of a child can apply to adopt that child

### **Restrictions on adoption orders**

The Minister has to consent to an adoption order where;

- The applicant is aged 25 years or below
- The applicant is less than 21 years older than the minor
- For a non – citizen and those who are not resident in Zimbabwe except for relatives of the minor.

### **The only exceptions are:**

- Where the applicants and the minor are within the prohibited degree of a marriage relationship, the court may authorize the adoption even where the applicant is less than 21 years older than the child.
- A husband and wife may jointly adopt a child born of one of those spouses, even where one of them or both are under the age of 25 years or even though one of them is or both are less than 21 years older than the minor child
- The spouse of a parent of a minor can adopt that minor child even though the adopter is under 25 years or less than 21 years older than the minor
- No person is allowed to accept a minor child who is less than 25 years younger than them unless the application is made jointly with a spouse or the minor is the same sex as the adopter.
- Consent of the parent/guardian is a pre-requisite
- The applicant/minor has to be resident in Zimbabwe

## **Before making the order the court has to be satisfied that:**

- The consent of a parent has been obtained and that s/he knows the full names and addresses of the adopters
- Consent of any other person who is not a parent e.g. social welfare officer has been sought. A social welfare report is required where the child is to leave the country
- That the minor's welfare has been taken into consideration and where the minor understands that their wishes have been adhered to.
- That the applicant has not been paid to adopt the child
- Both adoptee and adopter should be present in court

## **Effect of adoption order**

- It confers the surname of the adopter on the adopted child
- Where the adopter /adopted child dies intestate without a will, his or her property will be divided as if the child was born to the adopter in lawful wedlock
- All rights, duties and liabilities of the parents' guardians of an adopted child cease and vest in the adopter
- Where spouses are adopters, matters of custody, access and maintenance of the adopted child will be treated as if the two were the natural parents of that child

## **Rescission of the adoption order**

A parent/guardian of an adopted child or the minister may apply for rescission or reversal of the adoption order on the following grounds:

- Where no consent of the parent/guardian was sought
- Where the adopter alleges that the adoption was induced by fraud or misrepresentation e.g. where the child has serious physical or mental defect which existed at the time the order was made
- That the adoption would be detrimental to the minor

## **Concealment of identity of an adopted child**

Publication of any information likely to reveal the identity of the parent/adopter of any adopted child should be with the consent of the adopter

## **Change of name of adopted child**

The forename of an adopted child may be changed on application by an adopter. The surname can also be changed in the same manner.

The registrar general is permitted to change the surname of an adopted child without a notarial deed as long as he is convinced that the:

- The change of surname is for a lawful purpose
- The change of surname is not being effected for purposes of fraud and misrepresentation

## **Effect of adoption on marriage**

No marriage can be contracted between an adopter and an adopted child

## **Foreign adoption**

The minister declares certain countries designated countries for the purposes of adoption. The application has to be made to the high court and should bear the stamp or signature of a competent authority of a designated country.

## **Registration of birth of child adopted in a foreign country**

The Registrar general may register the birth of such a child provided:

- The adopter is a citizen of Zimbabwe
- The adopted person is a minor

## **ACTIVITY 7 : CHILD WELFARE FUND**

This fund is established in terms of the law and is administered by the minister.

### **Purpose of the Fund**

It is for the development and promotion of the welfare and protection of children

### **Application of the Fund**

- Assisting any person who wishes to establish, operate or maintain any service.
- Providing facilities for the development of skills in children who are in remand homes/ institutes
- Furthering activities that promote dissemination of information on alcohol and drug abuse, teenage pregnancy and other child related problems
- Promoting education and health amongst children
- Any other activities/ projects that promote the welfare and protection of children

## **ACTIVITY 8: CONSENT TO SURGICAL OR OTHER TREATMENT**

Where a parent refuses to consent or his consent cannot be obtained for the performance of any medical/surgical/dental treatment of a minor. A relative or any interested person may apply to a children's court to authorize treatment. The person who is legally liable to maintain the child meets the cost of treatment. A young person can consent to the donation of blood without the assistance of his parent/guardian.

### **LIABILITY OF STEP PARENT**

A step parent is liable to maintain his/her step child unless where:

- The child is being maintained by its natural parent
- The mother has deserted him or removes the step child from his custody
- No order of maintenance is made in the event of divorce /separation

### **DETENTION OF JUVENILES**

A child or young person who is facing a criminal charge should not be detained in a prison or police cell unless his detention is necessary, and no suitable home is available. A child who is facing a criminal charge should be remanded into the custody of a parent/ guardian

### **CHILD TRAFFICKING**

Child trafficking means the transportation, transfer or receiving of children using threats or force for the purposes of exploitation. Exploitation includes for the purposes of prostitution or other forms of sexual exploitation, forced labour or removal of organs.

The relevant law is Section 3 (1) (a) (i) (D) of the Trafficking in Persons Act [Chapter 10:20] which was passed in 2014.

# MODULE 5: CRIMINAL LAW (CODIFICATION AND REFORM) ACT

## Session

At the end of the session participants :

1. Must have knowledge on the laws regulating sexual offences in Zimbabwe

## Instructions

- Put participants into three groups
- Group one composes a song on the forms of Child abuse
- Group two composes a 3 minute news bulletin on the effects of child abuse
- Group three role plays a scene from a 'dare' where strategies to end child abuse are discussed
- Each group presents to the rest of the participants

## Plenary discussion

The facilitator presents some of the forms of child abuse followed by a discussion for causes and effects of child abuse. Participants will add to the lists other causes/effects that have been left out.

## CHILD ABUSE

### What is child abuse?

Child abuse is maltreatment of children by infringing their rights.

### Forms of Abuse

Child abuse can take many forms and these are:

### Sexual Abuse

The main law that regulates and criminalises sexual conduct is:

- Criminal Law (Codification and Reform) Act.

There other Acts which are relevant such as:

- Children's Act
- Domestic Violence Act.

The discussion under this section will however mainly follow the Criminal Law (Codification and Reform) Act which is also called the Criminal Code or Code, names which reflect that this is the main law used in criminal law.

## SEXUAL CRIMES

Important definitions

- Anal sexual intercourse – penetration of the anus by the penis
- Sexual intercourse
- vaginal sexual intercourse between a male and female person involving total penetration of or slight penetration of the vagina by the penis
- Young person – a boy or a girl under the age of sixteen years of age

## **RAPE**

This offence is committed when male person forcibly has sexual intercourse or anal sexual intercourse with a female person without her consent. He may be sentenced to imprisonment for life. If violence was used or if the rape was committed by a guardian / parent or if the victim got infected with an STI including HIV/AIDS, the sentence becomes heavier.

## **AGGRAVATED INDECENT ASSAULT**

This offence is committed when a man does any act which is not sexual or anal intercourse which involves penetrating any part of her or his own body.

It is also an offence for a man to commit the same offence on another man or woman unless there is consent

If a woman has sexual intercourse with a male person or does any other act involving penetration of his or her own body, this is aggravated indecent assault unless there was consent and the person is of the age of consent

The offence of aggravated indecent assault can attract the same sentence as that of rape.

## **INDECENT ASSAULT**

This is unwanted physical contact or touching which is indecent by either a male or female person on another e.g. rubbing of genital against the other person, touching buttocks or breasts of another person without their consent.

Where a person is alleged to have said or done something that can be said to be indecent but directed at someone else, the charge should be criminal insult

## **MARITAL RAPE**

The act does not allow non-consensual sexual intercourse between husband and wife. For a spouse to be prosecuted for the offence however, the Attorney general should give authority to prosecute

## **SEXUAL INTERCOURSE OR INDECENT ACTS WITH YOUNG PERSONS**

A child under the age of 16 years of age but above the age of 12 years can consent to a sexual act, but even where there is such consent, this is an offence committed by the person who engages in such an act with the child

The only defence available to an accused person is that he had reason to believe that the child was over 16 years of age. Having sexual intercourse with a child under 12 years of age with her consent is rape.

## **SEXUAL CRIMES AGAINST MENTALLY ILL CHILDREN COMMITTED OUTSIDE ZIMBABWE**

A person who commits a sexual offence against a mentally ill child, outside Zimbabwe can be prosecuted as if the crime was done in Zimbabwe

## **SODOMY**

Sodomy is committed when 2 males agree to anal intercourse or any act which can be construed to be an indecent act.

If the act is committed with a boy below the age of 12 years, it becomes aggravated indecent assault

If there is no consent, the crime may be aggravated indecent assault or indecent assault

If the child is between 12 and 16 years of age and has consented to the act, it becomes an indecent act

## **CONSENSUAL INTERCOURSE WITHIN A PROHIBITED DEGREE OF RELATIONSHIP**

First cousin – child or any descendant of the child of the uncle or aunt of such person

Second cousin – the child or any descendant of the child of the great uncle or great aunt of such person

## **INCEST**

This offence was called incest under the common law and includes sexual intercourse or act between:

- A parent and his or her natural child (whether born in or out of wedlock) adopted or whether or not the child is below the age of 18.
- A step parent and his step child
- A brother and sister (half siblings included)
- An uncle and his niece
- An uncle and his grand niece
- An aunt and her nephew
- A grand aunt and her grand nephew
- A grandparent and grand child

Or sexual intercourse or act with any close relative

The only defences available to this offence are that the person who committed it:

- Does not belong to the community where customary law is observed;
- Or that her cultural or religious tradition does not prohibit marriage between 1<sup>st</sup> and 2<sup>nd</sup> cousins

For sexual activity to be classified as incest, the parties should have agreed to consent to the act, where it is forced on the person then it is rape

Other sexual offences against minors:

## **ALLOWING A CHILD TO BECOME A PROSTITUTE**

A parent or a guardian can be prosecuted for allowing a child to be a prostitute or to be employed by a prostitute or to reside in a brothel

A person is said to be keeping a brothel (a place that is used for purposes of commercial sex. Usually it is run by a person who then employs women to offer sexual services to clients if:

- She or he manages or uses the place as a brothel or knowingly allows it to be used as one.
- She or he knowingly receives money taken in or from a brothel
- She or he stays in a brothel knowing it to be such
- She or he refuses to disclose the name and identity of the brothel keeper

## **PLEDGING OF FEMALE PERSONS / KUZVARIRA**

Handing over girl children to another person as compensation for death of a relative or debt or obligation, marriage or in pursuance of an arrangement is not allowed.

**Kugadza mapfihwa:** Forcing children to marry so that they can bear children for a barren

brother/sister.

**Kuripa ngozi:** Offering young girls to tribal gods and evil spirits as wives for appeasement.

## **PORNOGRAPHY**

Exposure of children to indecent/nude pictures, actions and films.

## **DELIBERATE INFECTION OF AN STI**

If at the time of the sexual offence an accused person was suffering from an STI, it is presumed that he should have known that he may infect the victim.

## **DELIBERATE TRANSMISSION OF HIV**

For this offence, an accused can be imprisoned to up to 20 years in prison. If it is proved that at the time accused committed a sexual offence, he was, or he knew that he was infected, the minimum sentence he can get is 10-year imprisonment

## **CHILD TRAFFICKING**

Child trafficking means the transportation, transfer or receiving of children using threats or force for the purposes of exploitation. Exploitation includes for the purposes of prostitution or other forms of sexual exploitation, forced labour or removal of organs.

The relevant law is Section 3 (1) (a) (i) (D) of the Trafficking in Persons Act [Chapter 10:20] which was passed in 2014.

## **ACTIVITY 2 : CRIMINAL CAPACITY**

### **Children under seven are not criminally liable**

- A child below seven (7) years of age is unable to commit any criminal offence

### **Criminal capacity of children below seven and fourteen years of age**

- For a child aged 7 but below the age of 14 years old the public prosecutor has to prove that when the child committed the offence, she or he knew what she was doing
- A boy over the age of 12 years but below 14 years is considered to be unable to perform sexual intercourse unless this can be disproved.
- A young person under 12 years of age cannot agree to any sexual act/conduct. This child is considered to be unable to agree to sexual intercourse
- If someone has sexual intercourse with a child who is aged between 12 years and 14 years of age, the person will be charged with rape if the child would not have agreed to the intercourse. Where there is proof that the child had agreed to the act then the perpetrator will be guilty of statutory rape which is a lighter offence than rape.
- If the child is mentally ill, the defence that the child agreed is not acceptable unless it can be proved that the child, despite her illness was able to agree and gave her consent to sexual intercourse. If a man has anal sexual intercourse or other sexual act with a young male person who is below 14 years of age, or a mentally ill person, even if they consented to the act, the man alone is charged with sodomy

### **For children aged fourteen years old and above:**

This child can be tried like any other person if he commits any offence



## CONSENT

The defence of consent can only succeed where:

- There is no use of violence or threats of violence or intimidation
- There is no fraud or misrepresentation making the other person believe that something other than the intercourse or indecent is taking place e.g. a prophet misrepresenting that he is inserting his hand into the vagina of a victim when it is his penis
- There is no impersonation of the victim's lover or spouse
- The other person is wide awake
- The other person is not intoxicated or hypnotized by alcohol or drugs

## ACTIVITY 3 : THE CODE – SEXUAL ABUSE

**Duration – 1 hour**

**Methodology : Split into groups for them to discuss the different ways to identify abused children.**

**What the signs and symptoms that can help identify abused children?**

May be fearful	Afraid of elders or a certain group of people
Always on the defensive	Show reduced self esteem
May be highly sexualised resulting in promiscuity	May experience shame and guilt
STIs and HIV and AIDS	Permanent depression
Drug abuse	Sleep problems and nightmares without recognizable content
Anger towards self and others	Irritability and aggression
Guilty feelings	Suicidal tendencies
Poor performance at school	Poor communication with peers, teachers and parents
Fear of being separated from parent	Losing previously-acquired skills (such as toilet training)
Somber, compulsive play in which themes or aspects of the trauma are repeated	New phobias and anxieties that seem unrelated to the trauma (such as a fear of monsters)
Acting out the trauma through play, stories, or drawings	Change of gait (way of walking)
Marks on the body, for example, scars, swelling and burns	Aches and pains with no apparent cause
Pregnancy	

It is critical to empower parents and other caregivers to observe the physical, behavioral, emotional and health patterns of their children.

## **Message to Children**

- Believe you are not to blame for the abuse.
- Talk to someone you trust as soon as possible.
- Get help.
- At home – talk to your parents, brother, sister, or trusted friend or neighbour.
- At school – talk to your teacher, guidance and counselling teacher or even your school head.

## **How can you help to end Child Sexual Abuse?**

- Promote child abuse education in your school and community.
- Inform other children about their rights and responsibilities.
- Explore ways of preventing child abuse and improving child protection.
- Equip yourself and other children with life management skills.
- Help those abused to seek justice and rehabilitation.

## **Physical Abuse**

This involves inflicting pain on a child's body through the following actions;

- Corporal punishment (beating with belt whips or other objects)
- Child labour (Using children to do hard work that is meant for adults)
- Torture (Burning a child with dangerous tools, isolating a child for long periods, beating them with ropes, kicking using fists etc)
- Sexual abuse is also a form of physical abuse

## MODULE 7: CRIMINAL JUSTICE SYSTEM

**Module Objectives:** At the end of the session participants must be familiar with :

- the criminal justice system,
- service providers within the community who can assist survivors of abuse.

**Methodology:** Brainstorming , Presentation, lecture and discussion **Material Required:** Projector, computer, soft copy/hard copy of the concerned presentation, flip chart and marker.

**Duration: 2 hours 15 minutes**

### Reporting Child Sexual Abuse

- Parent/guardian/teacher/school head should escort abused child the nearest police station and report the abuse.
- Take the child to clinic or hospital within 72 hours of the abuse.
- The police will ensure the accused person is detained once a police record is opened against him/her.
- Bail application by the accused person.

### Bail

Upon arrest an accused person can apply for bail pending trial. Everyone is entitled to bail because of the presumption of innocence until proven guilty.

The grounds for granting bail are:

- Whether accused person is likely to interfere with state witnesses,
- Whether accused person is most likely to abscond from trial proceedings,

NB: The court may order accused persons in possession of passports to submit their passport with the Clerk of Court upon being granted bail.

- Whether accused person if granted bail is most likely to commit further offences.

### Trial Procedure

#### Opening Address

This involves introductions of the case by the state and by the defence side. It lays a basis for the judge/magistrate's view of the matter.

#### State Case

The sexually abused child is given a chance to narrate his/her story of the alleged abuse. Witnesses to the alleged abuse also testify against the accused. The prosecution has to establish that the state has a clear case prior to evidence led by the accused and his or her witnesses.

**NB:** Do not coach a child on what to say in court. Allow a child to say their story the way it happened in order to allow justice to prevail.

**NB:** The general public is excluded from trials involving minor persons in order to protect the privacy of the child. It is procedural for witnesses to be excluded from trial. Witnesses are only called in by court officials when their testimonies are required. This is done to

avoid them from fashioning their statements to suit the court's requirements for the crime.

### **Defence Case**

This involves the leading of evidence by the accused person and his/her witnesses in defence to the state case.

### **Closing address**

This is the stage at which both the state and the defence side summarise their submissions before the Magistrate or the Judge. They both highlight the strengths in law and in evidence supporting their cases.

### **Judgement**

The Judge or Magistrate presiding over the matter has to prove beyond reasonable doubt that the accused person is guilty.

**NB:** In cases where there is insufficient evidence to prove accused person's guilt, the accused is found not guilty and acquitted. The matter may be withdrawn pending further investigations by the State.

### **Appeal**

This involves the re-determination of the matter by a more superior court at the instance of an aggrieved party. Where the victim or his/her family is aggrieved by the decision of the court, filing an appeal is the legal remedy available.

## MODULE 8: GENDER, GBV AND HIV

### Objectives

- To understand basic links about HIV and show its links with Gender Based Violence (GBV)
- To understand how negative gender norms affect the community and church's response to HIV

**Time: 45 minutes**

### Materials:

- Flipchart
- Markers

### ACTIVITY 1: THE FACTS ABOUT HIV AND AIDS

#### Step 1: Basic Facts about HIV (10 minutes)

- Ask participants what they know about HIV and what the situation on HIV is like in their community.
- Explain some basic facts about HIV as follows
  - » HIV stands for Human Immunodeficiency Virus. The virus attacks the body's immune system, which protects the body against illness. HIV only infects humans
  - » HIV attacks the body's immune system, specifically the CD4 cells (T cells), which help the immune system fight off infections. Untreated, HIV reduces the number of CD4 cells (T cells) in the body, making the person more likely to get other infections.
  - » AIDS stands for Acquired Immune Deficiency Syndrome. Becoming infected with HIV can lead to AIDS if untreated. Unlike some other viruses, the human body can't get rid of HIV completely, even with treatment. So once one contracts you get HIV, they have it for life.
  - » There is much debate on the origins of HIV, how it works in the body and how to cure it. HIV is found in body fluids such as blood, semen and vaginal fluids and can be transmitted through unprotected sex, HIV infected blood transfusions or contaminated sharp objects as well as during pregnancy, delivery or breastfeeding.
  - » According to UNAIDS, Zimbabwe has the 6th highest HIV prevalence in sub-Saharan Africa at 13.5%, with 1.3 million people living with HIV in 2016. The HIV epidemic in Zimbabwe is largely driven by unprotected sex between men and women.

#### Step 2: The gender dimensions of HIV

- Explain that women are the worst affected by HIV, particularly adolescent girls and young women. The reasons for this are both physical and socio-cultural:
  - » During sex semen enters the vagina, where it can stay for several hours, increasing the risk of infection. The virus enters the bloodstream via tiny abrasions that are created in the sensitive lining of the vagina during intercourse.
  - » Gender inequality within relationships and marriages increases men's risk taking behaviour and women's vulnerability to HIV infection e.g. only 7 in 10 men believe a woman has the right to refuse sex if she knows that he has sex with other women.
  - » More than a third of women who have been married have experienced physical or sexual violence from their partner. As a result, fear of violence stops women from negotiating condom use, and puts them at higher biological risk of HIV. Only 2 in 10 women believe that a woman does not have the right to ask their partner to use a

condom if he has a sexually transmitted infection (STI).

- » In 2015, 14% of women reported experiencing sexual violence at least once in their lifetime and 8% reported experiencing it in the last 12 months.( reference)
- » In short, the power imbalance tilted against women and tolerance of violence against women, makes women more vulnerable to HIV infection.
- » Women are more likely to get tested when they attend ante natal services and sometimes disclosing their status leads to them being blamed for contracting HIV and subjected to violence by their partners.
- » As of 2011, 38% of young Zimbabwean women have had sexual intercourse by age 18, as have 23% of young men; this difference has widened over time. Young women's age at first sexual contact is two years sooner than males. (Remez L, Woog V and Mhloyi, M, Sexual and reproductive health needs of adolescents in Zimbabwe, In Brief, New York: Guttmacher Institute, 2014, No. 3)

## ACTIVITY 2: GENDER BASED VIOLENCE (GBV) IN THE CONTEXT OF HIV/AIDS.

### Objective

To identify the negative effects of negative gender norms and inequalities in the context of HIV

**Time: 40 minutes**

### Materials:

Handout: John and Rita

### Step 1: Role-play – John and Rita's story

- Ask for seven (7) volunteers to act out following role-play, the rest of the participants can be observers. Actors will play the following characters
  - » John - Rita's husband
  - » Rita – John's wife
  - » Faith, Rita's sister
  - » John's in-laws, Faith's parents
  - » Church leaders, pastor/pastors wife/church counselor/women's ministry?
- Read Hand Out: John and Rita and allow the participants taking part in the role-play to creatively and imaginatively re-present the scenario.

### Step 2: Discussion on links between GBV and HIV

- Ask participants to identify Gender Based Violence (GBV) in the story and how it increased the risk of HIV infection for John, Rita and Faith
- Then ask what participants would have said or done differently, if they had been in the story, in order to stop the cycle. Probe for how they would challenge or shift the gender norms that they see as contributing to HIV the most?
- What can religious leaders do to prevent the continued spread of HIV and support congregants living with HIV?

### Wrap it up! (5 minutes)

To conclude remind participants that Gender Based Violence (GBV) and inequalities are major drivers of the HIV pandemic. The church has a role to play e.g. through promoting

HIV testing and treatment, providing psychosocial support and assisting with treatment adherence for PLWHIV

**Handout: Rita and John - Until death do us part.**

Rita and John were married for ten (10 years) and had two (2) children. John was promiscuous and always fought with Rita over his infidelity with John justifying his behavior by explaining that culture allows him as a man to take many sexual partners. He insisted that since he paid bride price for Rita she could not refuse to have sex with him whenever he wanted to and also that as married people they should never use condoms.

Rita reported their marital problems to their church leaders and was reminded that the bible expects her to submit to her husband always in order to maintain the marriage.

With time Rita contracted HIV from John and became so stressed because of her HIV status that she hung herself. Upon her death, Rita's relatives had a meeting and decided that Rita's younger sister Faith should be given to John as a replacement wife. Since John was HIV positive Faith, his deceased wife's sister also contracted HIV from John.

## MODULE 9: CREATING SAFE SPACES

### Objectives

To define the concept of safe space in the context of GBV survivors  
To learn the basics of assisting GBV survivors

**Time: 1 hour**

**Definition: A safe Space is a place or environment in which a person or category of people can feel confident that they will not be exposed to discrimination, criticism, harassment, emotional and physical harm.**

### ACTIVITY 1: UNDERSTANDING THE CONCEPT OF SAFE SPACES

#### Objective

To understand what safe spaces are and how to provide safe spaces for survivors within the church and community.

#### What you need:

- Flipchart
- Markers

#### Step 1; Brainstorm on concept of safe spaces

- Ask participants if they have ever encountered or heard of a situation where someone experienced Gender Based Violence (GBV) which made their home unsafe for them to continue to stay in. Discuss briefly what happened in this case, what help did the person get?

**Tip! Encourage participants not to name specific people or give details that may reveal the identity of the survivor being referred to if it is a fellow community member.**

- Divide participants into groups of 6 participants or less to brainstorm and discuss the questions below. Give each group one question only.
  - » Why is it important to provide safe spaces for survivors of GBV?
  - » What can the churches do to become a safe space for survivors of GBV?
- In plenary allow each group to present the highlights of their discussion

#### Step 2: Presentation – Needs of survivors

- Explain that survivors of Gender Based Violence (GBV) may have many needs that need immediate attention, perhaps the most pressing is the assurance of safety. Some important things to consider are;
  - » When helping a survivor of GBV it is important to discuss with them issues relating to their safety and security. If there is immediate threat or they do not have a realistic safety plan the survivor should be referred - with her consent - to a safe shelter. If there is no need for intervention, remember to urge him/her to prioritise life by seeking refuge should they feel their life is threatened.
  - » Where possible the church or community should establish a system where survivors



of GBV can access safe shelter if returning to their place of residence presents a risk to their safety and/or life. Often family and neighbours are the first port of call when survivors need temporary safe shelter while things cool down or they plan next steps. There may be need for someone to help the survivor negotiate these arrangements. Some churches have facilities that may include houses, schools, hospitals and clinics etc. which can be used as temporary shelter for survivors.

### **Step 3 – What you can do**

Ask participants to reflect what actions their community can take to map or establish safe shelter for survivors.

***NB: Child survivors/victims should remain in their family home when possible. When this is not possible, refer to the Department of Social Services or call Child line 116 or for advice.***

## **ACTIVITY 2. BASICS OF ASSISTING A SURVIVOR OF GBV OR SV**

### **Objective:**

To learn and practice how to emotionally support survivors of GBV

### **Time: 1 hour**

### **Step 1: Group work on role of the community in identifying survivor needs**

- The facilitator will divide participants into groups of 6 participants or less and instruct groups to deliberate on the basics of assisting survivors. One group should focus on how to address the immediate needs of a survivor and the other how to handle psychosocial support
- Give out the following guiding questions to the groups;

#### ***Immediate Needs***

- » What is the primary focus when encountering a survivor of Gender Based Violence?
- » If a survivor has been exposed to SV, what must you advise the survivor to do as a matter of urgency?
- » What would you do to calm and assure a survivor?

#### ***Psychosocial Support***

- » Why is psychosocial support very important in the process of healing for a survivor?
- » What must you not do or say to a survivor?
- » At what stage must you speak to the survivor about the referral framework for further assistance?

Allow groups to share insights from their discussions with the big group

### **Step 2: Discussion on handling disclosure**

- Explain that survivors of GBV are usually dealing with a lot of emotions and require support from those who they have chosen to trust with their story. This is the case even were they may not be opening up about their emotional struggles. Issues at hand may include the stress and shock that may have resulted in the immediate experience of violence, a long history of violence where the current incident is just the breaking point or the survivor may be nursing physical and psychological trauma e.g. in the case of

rape or physical violence.

- Discuss how to handle disclosure of GBV i.e. providing immediate and psychosocial support for survivors;
  - » Listen to the survivor and ask non-intrusive, relevant and non-judgmental questions for clarification only. Focus on 4 main questions; what happened? Who did this to you? Where were you when this happened? When did this happen?
  - » Do not press for more information than they are ready to give (i.e., do not initiate a single-session psychological debriefing).
  - » If the survivor expresses self-blame gently reassure her that SV is always the fault of the perpetrator and never the fault of the survivor.
  - » Do not tell the survivor what to do, or what choices to make. Respect her/his choices and preferences about referral and seeking additional services. Give honest and complete information about services and facilities available in or close to your community...
  - » Discuss and encourage possible positive ways of coping, which may vary with the individual and culture. I.e. stimulate the re-initiation of daily activities. Encourage active participation of the survivor family and community activities.
  - » Encourage but do not force company from trusted, significant others e.g. friends and family members but recognize that families can contribute to increased trauma if they blame the survivor for the abuse, reject her or are angry at her for speaking about SV. Ensure that your actions protect her from further harm.

### **Step 3: Dealing with child survivors of GBV**

- Dealing with children who have experienced violence requires special care as they are more vulnerable than adults and should be handled according to guidelines set out by government. Ensure that they are attended to by specialized professionals who have experience working with children who have been harmed. Below is some basic information;
  - » When dealing with child survivors use creative methods to put them at ease, use age appropriate language and have present a trusted family member to ensure that the child is believed and supported in returning to normal life.
  - » Never coerce, trick or restrain a child whom you believe may have experienced sexual violence (SV). Coercion and force are often characteristics of the abuse, and using those techniques will further harm the child. Always be guided by the best interests of the child.
  - » Encourage use of appropriate traditional resources. Many such practices can be extremely beneficial; however, ensure that they do not perpetuate blaming-the-victim or otherwise contribute to further harm to the survivor.

### **Hand Out: Talking Points for Helping Survivors of GBV**

These messages are intended for anyone who comes into contact with GBV survivors in their work. The information here is very basic and does not replace the need for proper training on working with survivors of GBV. It is intended to give survivors basic information that will help them get to services that can help them further.

- **Very important things to always say (not necessarily in this order):**
  - » "I'm very sorry this happened to you."
  - » "You are not alone. Help is available for you."
  - » "It is not your fault." (That she/he was raped.)
  - » "How can I help you?"
  - » "I can give you some important information that will help you make decisions about what you want to do next, but the decisions and choices are yours."

» “If you have questions that I cannot answer, I will do my best to find the information and speak to you again very soon.”

#### • **About the health of the survivor**

- » “It is very important for you to get medical care after a sexual assault, as soon as possible.”
- » “The medication to prevent pregnancies must be taken as soon as possible, within 5 days of the incident.”
- » “There is medication to prevent HIV. This must be taken as soon as possible, within 72 hours/3 days of the incident.”
- » “If the incident happened more than 5 days ago, it is still important for you to seek medical care.”
- » “I can help you find a health clinic that can give you the health treatment you need and answer your questions.”

#### • **About emotional support, counselling and follow up**

- » “It is normal to feel very emotional after rape. Many survivors cannot stop thinking about it, have nightmares about it, and cannot eat and sleep normally. “ You are not crazy. These are normal reactions to a terrible event.”
- » [In some locations] “There are people who can help you heal emotionally and get the help that you need. I can help you contact these people.”
- » Ministers and trained counsellors are available in some churches to provide emotional support

#### • **About legal/justice**

- » “If you think you want to report the crime to the police, you will need to fill in some forms. Filling in the forms doesn't mean you have to report, but will help you if you do. If you have questions about this, I can try to help you get answers.”

#### • **About safety**

- » “Do you feel in danger or need help with safety?”

#### • **Available services**

- » Different services and resources are available in different locations in the area. It is important to know what resources are available in the area where you are working.
- » Check whether a referral pathway for GBV is available for the area. This can indicate what services are available and who is there to respond.
- » If you do not know what services are available, contact Ministry of Women Affairs Gender and Community Development/ District Administrator for information. They can help you find the right services to refer the survivor to in that area.

**Remember! The act of rape is an act of control.** It is important to give control back to the survivor by giving her information and respect, and allowing her to make her own choices based on good information. Do not push a survivor to do what you think is right. If we push her, she may end up being more harmed. Our role is to give good, honest information and allow her to make choices about her life. She will live with those choices.

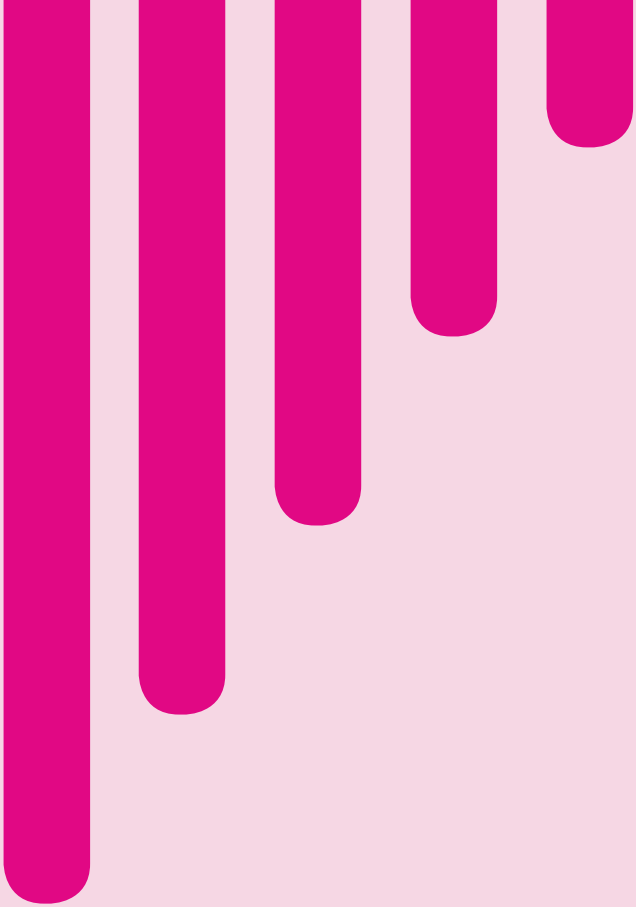
#### **Points to Note:**

- » Educate your faith community. Routinely include instructional information in monthly newsletters, on bulletin boards, and in marriage preparation classes and sponsor educational seminars on GBV.

- » Speak out. Speak out about gender-based violence in your faith community. A faith leader can have a powerful impact on people's attitudes and beliefs, and his or her leadership is important, particularly on public policy issues, such as funding and changes in criminal law.
- » Lead by example. Volunteer to serve on the board of directors at the local gender-based violence program or train to become a crisis volunteer.
- » Offer space. Offer meeting space for educational seminars and weekly support groups.
- » Partner with existing resources. Include local GBV programs in donations and community service projects.
- » Adopt a shelter for which the church provides material support or provide similar support to families as they rebuild their lives following a shelter stay.
- » Provide referrals to health and legal centers. Research on the referral framework, and identify key players in the framework close to your locality, to whom you can refer survivors in need of assistance.
- » Prepare to be a resource. Seek out training from professionals in the fields of gender-based violence and HIV. Do the theological and scriptural homework necessary to better understand and respond to these issues.
- » Intervene. If there are suspicions that violence is occurring in a relationship or a family, speak to each person separately. If an individual is being or has been abused, speak to her privately.
- » Help the survivor plan for safety and refer her to available community resources. (Note: To intervene, one must seek out training from professionals in gender-based violence first to ensure that one's involvement does not cause harm to the survivor.)
- » Support professional training. Encourage and support training and education for faith leaders to increase their awareness of GBV and HIV.
- » Address internal issues. Encourage continued efforts by religious institutions to address allegations of abuse within their own institutions to ensure a safe resource for survivors and their children.

## WHERE TO GET HELP?

- Police Station - you can ask to be assisted by the Victim Friendly Unit
- Ministry of Women Affairs, Gender and Community Development: Ward/District Coordinators located within your community.
- Department of Child Welfare and Protection Services- found in every district usually at the DA's offices.
- District Registrar of Births and Deaths- usually found at the DA's offices.
- Justice for Children -66 Blakeway Drive, Belvedere Harare, 2nd Floor Merchip House, Bulawayo Cnr 9th and Joshua Nkomo Road
- Women and Law in Southern Africa 16 Lawson Avenue Milton Park Harare
- Legal Resources Foundation
- Musasa Project
- Childline
- Zimbabwe Women Lawyers Association 17 Fife Avenue Harare
- Other women and child rights Non-Governmental Organisations or Community Based Organisations



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