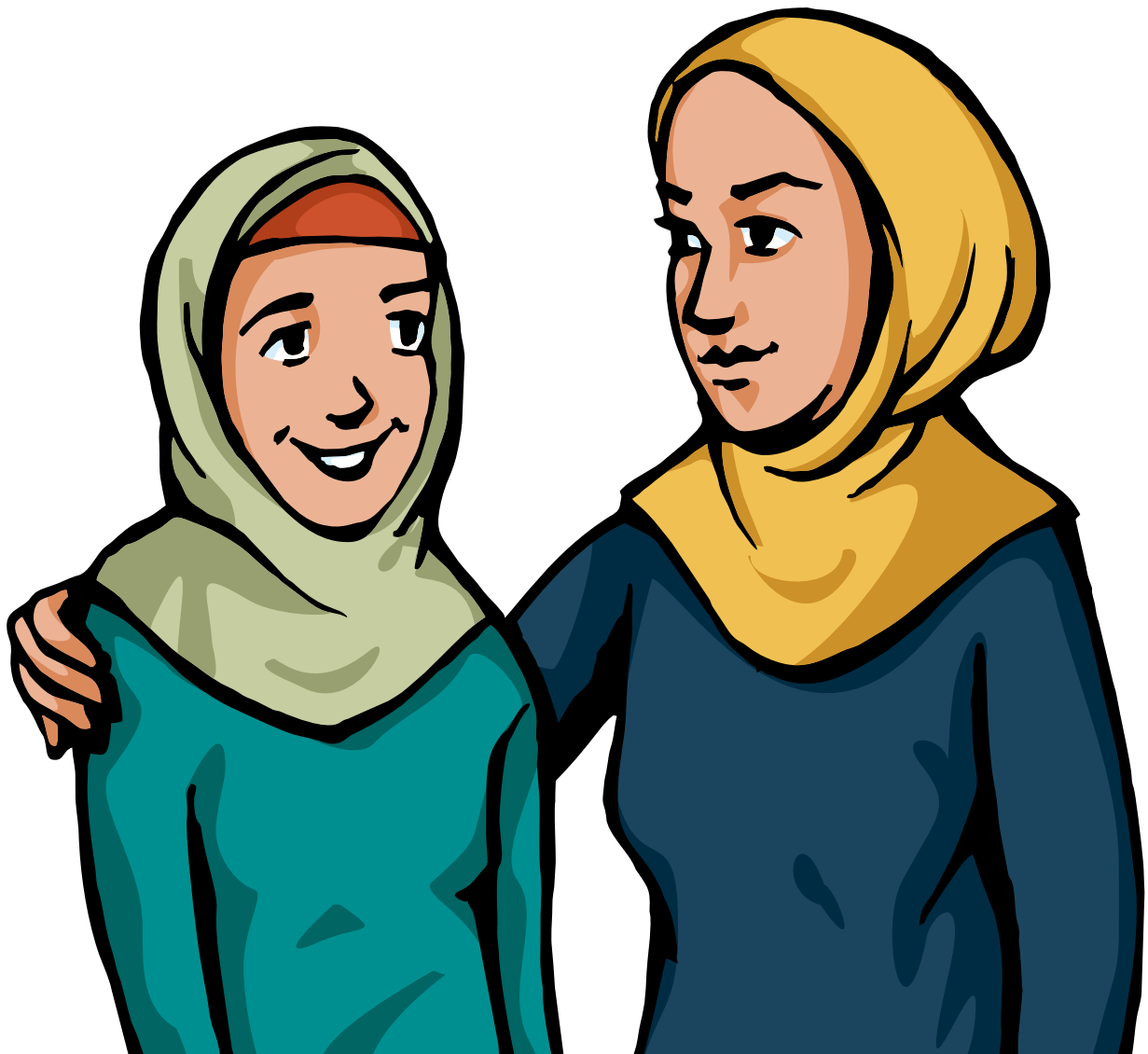




**SAFE<sup>AT</sup>  
HOME**

## **MODULE 2: WOMEN AND CHILDREN SAFE AT HOME**



# **Part 1: Setting Up the Safe at Home Program**

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## MODULE 2

# WOMEN AND CHILDREN SAFE AT HOME

## Part 1: Setting Up the Safe at Home Program

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# 1. Building your Safe at Home Team

## RECOMMENDED STAFFING STRUCTURE

The Safe at Home program team should include a minimum of four to five people to perform the following roles.

-  **Safe at Home Supervisor:** The Safe at Home Supervisor is accountable for the implementation of the Safe at Home program. S/he oversees case managers/supervisors and community mobilization staff, stewards all resources dedicated to the program, assures monitoring and evaluation processes are completed, and is responsible for reporting.
-  **Community Mobilizer(s):** This person is responsible for acting as a liaison between the implementing organization and the communities where program implementation will take place, as well as, leading the program participant recruitment process, monitoring program attendance, and supervising community-based facilitators.
-  **GBV Case Manager/Supervisor:** This person's primary role is to assure the quality of ongoing gender-based violence (GBV) services in the project sites. The role may include supportive supervision to local caseworkers, and in some instances, may include direct case management where needed. This role may also support community mobilization activities.
-  **Child Protection Case Manager/Supervisor:** This person's primary role is to assure the quality of ongoing Child Protection (CP) services in the project sites. The role may include supportive supervision to local caseworkers, and in some instances, may include direct case management where needed. This role may also support community mobilization activities.



### HELPFUL TIP!

The Safe at Home program relies on local facilitators for the implementation of the curricula. It is recommended to recruit community-based facilitators who volunteer to lead groups. In some exceptional cases, the implementing organization may choose to hire facilitators as direct staff, although this is less desirable. More information on facilitators is available below.

## TECHNICAL COMPETENCIES OF SAFE AT HOME STAFF

All Safe at Home program staff should have the following core competencies:<sup>1</sup>

### Knowledge

- Possesses knowledge of protection concerns for women, children and other vulnerable groups in their context
- Understands rights-based approaches to humanitarian assistance
- Understands basic GBV and CP guiding principles
- Understands basics of GBV and CP case management approaches including the survivor-centered approach and the best interest of the child
- Understands responsibilities related to child safeguarding in humanitarian assistance
- Understands responsibilities related to prevention of sexual exploitation and abuse in humanitarian assistance

### Attitudes

- Believes violence is a choice
- Supports non-violent solutions to challenges faced by families
- Believes in gender equality
- Supports transforming power relations in families and communities
- Believes women and children who have experienced violence have the right to access services no matter what

### Behaviors

- Actively collaborates across program sectors, including seeking guidance where sector expertise is needed
- Demonstrates emotional intelligence, including
  - Empathy and active listening
- Applies critical thinking and problem solving to challenges that arise in program implementation
- Challenges harmful gender and social norms that perpetuate violence against women and children, even when it is challenging to do so
- Role models gender equitable behaviors in professional and personal relationships

<sup>1</sup> Some core competencies are borrowed from the following documents: Inter-agency Child Protection Working Group. (2010). <https://bit.ly/3nWASMe> Child Protection in Emergencies Competency Framework and Global Protection Cluster: Gender-based Violence Area of Responsibility Learning Task Team. (2014). Core Competencies for GBV Program Managers and Coordinators in Humanitarian Settings. <https://www.refworld.org/pdfid/5c3704637.pdf>

# 2. Identifying Communities for Safe at Home Implementation

## COMMUNITY CRITERIA

Communities identified for Safe at Home program implementation should meet the following basic criteria.

### Community Criteria

- ✓ Population is not mobile
- ✓ Community members are available to participate in programming for an extended period of time (six to eight months)
- ✓ The implementing organization has already worked in the community and maintains established relationships with community leaders, service providers, other NGOs, etc.
- ✓ Child protection and GBV case management services are available in the community

## EXPLORING COMMUNITY INTEREST

Once potential communities are identified, the program team should explore community interest in the following ways.

### ✓ Meet with Community Leaders

The program team should meet with key leaders and decision-makers in the community, especially those persons who may have an interest in addressing family violence. Examples of key leaders and decision-makers include: village chiefs or community leaders, religious leaders, teachers or school principals, heads of hospitals or doctors/midwives, child protection and GBV service providers, child protection community organizations, women's rights groups and mayors, etc.



If there are not any violence against women and child protection services providers operational in the community, Safe at Home should not be implemented.

If appropriate, share a brief one-page summary document that describes the program (including the recruitment process) and what it aims to achieve; leave a copy with the community leaders so that they can share information. See [Annex 1: Sample Program Summary](#).

In your conversation with community leaders, make sure to validate that the community meets the criteria described above. Through your discussion, gauge the community's support for the program and expectations community leaders may have.

Ask community leaders about the relevant community groups who should know about the proposed program, particularly those groups who have a woman or child-focused mandate. Capture the name and contact information of the leaders of these groups to set-up a meeting. Example groups may include: women's community-based organizations, savings and loan groups, child protection committees, youth groups, local NGOs, parent-teacher associations, etc.

### ☑ **Meet with Community Groups**

The program team should contact leaders of all the relevant community groups and set-up a time to meet. If the timeline permits, it may be better to meet with each group separately so that program staff can have a focused discussion on the group's mandate and explore how they would like to link to and collaborate with Safe at Home. If you are working with a limited timeline, you may want to hold a more general meeting and invite all relevant community group representatives to join. During the meeting with the community groups, make sure to cover the following:

- What Safe at Home is
- What Safe at Home is trying to achieve
- Length of program
- Facilitator recruitment process and criteria
- Participant recruitment process and criteria
- Questions and concerns about implementing Safe at Home in the community

[ANNEX 2: Talking points](#): Introducing Safe at Home to the community is available to guide your conversations.

## **SELECTING COMMUNITIES AND NEXT STEPS**

Once discussions with community leaders and community groups are complete, the program team should validate the community selection. In addition to the community criteria noted above, the program team should consider interest and enthusiasm of community leaders, potential for linkages/partnerships with community groups, any safety/security risks, and accessibility of the community for supportive supervision.

After community selection, the following actions should be taken:

### ☑ **Introduce Safe at Home in the Community**

As appropriate to the context, the program team should hold a Safe at Home information session in the community. All adult members of the community should be invited (those who do not fit the program criteria can share the information with their family and friends). During the meeting, the program team should introduce the Safe at Home program, its objective, what it entails, when it will start, and criteria for participation. During this meeting, IRC should discuss the process of enrollment and how interested couples may join.

### ☑ **Engage Community Leaders and Community Groups to Support in Identifying Facilitators, Safe Spaces, and Program Participants**

In addition to the information meeting, the program team should reach out to the relevant community leaders and groups to see if they may be able to help identify potential facilitators and program participants, as well as safe spaces to complete the sex-segregated and family sessions. Make sure to share the program facilitator criteria and participant criteria with community groups. Facilitator criteria can be found in section 3 below (Selecting Safe at Home Facilitators). Program criteria for participant enrollment can be found in section 6 below (Identifying Safe at Home Participants).

# 3. Selecting Safe at Home Facilitators

The success of the Safe at Home program rests on the engagement, dynamism and depth of the facilitation of the curricula content. Thus, the Safe at Home facilitators are the heart of the program approach. They will lead two to three hour discussions with groups of approximately 25 same sex community members each week.

## Co-facilitation Approach

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- ☑ Two same-sex facilitators should be assigned to each group of male or female participants. One facilitator per group is not recommended as the time burden becomes unmanageable and there is less likely to be coverage in the case of sickness or prolonged absence of the facilitator. A two-person approach allows facilitators to build upon each other's strengths, encourages collaborative ways of working, and makes the time commitment manageable as facilitators share responsibilities.

## Locally Led

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- ☑ Ideally, facilitators should come from the project sites where Safe at Home will be implemented.

The advantages of having facilitators from project sites are many, including:

- Knowledge of local language
- Acceptance in the community and relationships with community members
- Ability to contextualize examples and concepts from the curricula
- Ease of access to safe spaces
- Understanding of community dynamics, and therefore understanding of the micro-dynamics of violence perpetration in the community
- Anticipation of resistance reactions to program concepts due to knowledge of community members and dynamics of violence within families

In some cases, the program team may decide it is better to lead the curricula facilitation directly. The circumstances under which this approach may be applicable include:

- Unavailability of men and women from the community to be trained and lead sessions
- Lack of community members with appropriate education levels, including literacy to read a curriculum in detail and follow steps.

## MINIMUM REQUIREMENTS FOR FACILITATORS



### SAFE AT HOME FACILITATOR CRITERION

- ☒ Completed some secondary school education
- ☒ Ability to read and write with no difficulty
- ☒ Fluency in local language of project sites
- ☒ Good listening and communication skills
- ☒ Resided in the community for at least 6 months prior to Safe at Home group discussions and plans to continue residing in the community for the program duration
- ☒ Willingness to volunteer or receive stipend
- ☒ Commitment to facilitating sessions for community members
- ☒ Commitment to non-violence in the home
- ☒ Interest in individual attitudinal and behavior change, including for oneself
- ☒ Basic understanding of violence against women and girls and child protection issues
- ☒ Experience working in the community, preferably providing prevention and/or responses services or as part of a local community group (preferred, not required)
- ☒ Knowledge of referral networks within the intended community (preferred, not required)
- ☒ Reached the age of 25 years old or older

## ROLES AND RESPONSIBILITIES OF A FACILITATOR

- Lead once weekly two to three hour same-sex discussion groups with co-facilitator for a period of six months (three hours per week)
- Prepare for weekly discussion groups (two hours per week)
- Track participant attendance per session, and complete attendance form
- Lead monthly family discussion groups with opposite-sex facilitators
- Collaborate with opposite-sex facilitators on the integration of women's voices in the men's curriculum
- Provide weekly feedback on the curriculum (one hour)
- Engage in supportive supervision sessions with implementing organization (two hours)
- Support program participants in referrals to GBV and CP services in the community (one hour)
- Support processes related to recruitment of program participants, research, etc. as needed
- Follow guidance in the Safe at Home curriculum
- Maintain confidentiality; only in rare cases may confidentiality be broken.
- Report any incident that requires immediate action to the designated staff member.
- Follow code of conduct rules provided by the designated staff member.

Facilitators can expect to dedicate, on average, eight to ten hours per week, to Safe at Home. This may vary some during specific periods where hours may increase, for example if research is conducted or during program recruitment.

## IDENTIFYING AND SELECTING FACILITATORS

### ☑ Identifying Facilitators

The program team may identify facilitators in a number of ways depending on the context. This may include through recommendations from local women's groups, child protection actors (for example, local child protection committee), local NGOs, community leaders, etc. When introducing the Safe at Home program to communities, it is also possible that interested persons may volunteer and approach the program team.

### ☑ Selecting Facilitators

The program team should conduct interviews with facilitators to gauge their interest and understanding of the program, their availability, motivation, and attitudes related to non-violence and gender equality. All potential facilitators should be interviewed. A facilitator interview form is available in [Annex 3: Facilitator Interview Form](#). Where there may be more interest in facilitation than spots available, the program team should assure they explain the facilitator selection process to all interviewees and document their selection decisions in order to avoid creating conflict in the community. All facilitators must be available to complete two training periods of ten days each.



Make sure to clarify to facilitators that if it is discovered during the program that they are perpetrating violence within the home, they will be asked to withdraw from their role as a facilitator.

A sample memorandum of understanding for facilitators is available in [Annex 4: Memorandum of Understanding for Facilitators](#).

## 4. Contextualizing the Safe at Home Program and Adapting the Curricula<sup>2</sup>

The Safe at Home program is designed for global applicability. The program team implementing Safe at Home will need to do pre-work to assure that the program is contextualized to their setting and the curriculum is adapted. A two to three day workshop with staff and/or facilitators from the area where the program will be implemented is recommended. Below is a list of questions to ask through your contextualization and adaptation process.



### CONTEXTUALIZATION AND ADAPTATION

“Contextualization” refers to the overall assessment of the physical, cultural, and social environment in which the program will take place. “Adaptation” refers to the specific changes or updates made to the program design and content included in the core curricula.

These words are often used together because they complement each other.

### PROGRAM CONTEXTUALIZATION

In the program contextualization process, the program team needs to consider how to set-up the program safely and appropriately for the context, including:

- Setting up safe spaces
- Assuring safety
- Accounting for the cultural context
- Accounting for varied communication styles
- Considering specific risks and life circumstances of program participants

#### **Setting Up Safe Spaces**

The Safe at Home program is designed for implementation in same-sex safe spaces. See “[Annex 5: Safe Space Checklist](#).” When choosing your safe space(s) for program implementation, consider the following factors:

- **Privacy:** Is the space identified private enough to allow discussions on sensitive topics to take place?
- **Space:** Is the identified space big enough for physical activities that might be included in the Safe at Home curricula? If not, how can the activities be adapted to take up less space?
- **Safety:** Are there times of day when it would be unsafe for participants (especially women) to go to and from the identified space for Safe at Home activities? If so, at what time should the groups meet and for how long?

<sup>2</sup> Contextualization and adaptation definitions taken from IRC Girl Shine Curriculum.

### ✓ **Assuring Safety**

- The program includes a process for female participants to give male participants feedback on violence women in the community experience in the home. It is important to pay attention to the mechanisms and process for delivering this feedback to assure it is anonymized and no individual women can be identified. Reflect on any specific contextual risks to this process.
- The Safe at Home program is delivered to couples (in same-sex groups), the program team should assess if there are any specific risks of this implementation model.

### ✓ **Accounting for the Cultural Context**

Consider the following aspects of the cultural context:

- **Interactions between older and younger program participants:** consider how having older and younger program participants may affect both facilitation and program participant interaction. Will there be space for inter-generational learning or will younger program participants feel uncomfortable speaking in front of their elders?
- **Language:** Do program participants speak one local language or multiple local languages? What are the implications for facilitating the curriculum in one local language over another?
- **Gender and social norms:** Family sessions include men and women together, and sometimes with their children, consider if this set-up is feasible and also consider how to create space so that women and children are comfortable to speak up and share their opinions.

### ✓ **Accounting for Varied Communication Styles**

The Safe at Home curricula include participatory approaches to understanding program concepts. Participatory approaches such as case studies, role plays, dialogues, group work, etc. may be new to some participants. In particular, participants may be more comfortable with the lecture style of teaching and learning. However, this is not the role of the facilitator and is what distinguishes her/him from a teacher. Consider how to help participants to feel more comfortable with the participatory style. For example, the facilitator might do this by (1) explaining this method of reflection and engagement at the beginning of the Safe at Home sessions, (2) asking participants what would make them feel at ease, and (3) creating space for participants to propose a different methodology for the discussion, etc.

### ✓ **Considering Specific Risks and Life Circumstances of Participants**

Participants enrolled in the program will come from a variety of backgrounds and life circumstances. This may include men and women who are or were displaced, men and women with disabilities, survivors of GBV (including early marriage), men and women who are traumatized and stressed, men and women from rural areas or cities, men and women with diverse educational backgrounds, and so on. Consider how these diverse experiences should be taken into account in the implementation of Safe at Home, including for example, the accessibility of a safe space for men and women with disabilities, the need to have service providers participating directly in sessions where GBV may be discussed, and so on.

## CURRICULA ADAPTATION

The Safe at Home curricula should be reviewed in-detail by the program team, and potentially with facilitators to assure images, language, concepts, and methodology are a good fit for the context. Below are some questions the program team can ask in their review of the curricula.

### Context

- Do the stories/case studies/ role plays reflect the violence women and children experience in the home in my context?
- Do the stories/case studies/role plays reflect the culture of my context?
- Do the images reflect the look of participants from the community and the reality of the environment?
- Is the humanitarian context appropriately represented/ described (e.g. internal displacement, refugee settings, and/or prolonged humanitarian context, etc.)?

### Language

- Do the names used in the curricula need to be changed?
- Is the language in the curricula appropriately calibrated to the level of education of the program participants?
- Do certain terms need to be defined in the local language?

### Concepts

- Are there culturally appropriate/relevant metaphors that may help to explain key messages in the curriculum?
- Are there concepts difficult to explain in local language that should be defined and agreed to beforehand (e.g. marital rape is not a concept in many languages or how to explain brain development using an appropriate metaphor)?

### Literacy

- Are the proposed activities appropriate for low literacy/high literacy populations? How should they be adapted? (Make a plan now as to how to adapt the activities based upon literacy levels).



#### HELPFUL TIPS!

Create a local language dictionary and/ or encyclopedia for key terms and concepts prior to starting the program and agree terms and concepts together with facilitators. This assures that everyone is explaining terms and concepts in the same way.

# 5. Training Facilitators

Facilitator training is a critical element of the Safe at Home program. Where facilitators are engaged, excited about the content of the program, and have confidence, the program is more likely to succeed. The training assures that staff and facilitators understand core content, learn key facilitation skills, have the opportunity for practice and feedback. It also allows space and time for a transformative process to begin among the participants themselves whereby they examine their own behaviors in the home, their use/abuse of power, and they reflect on how to orient their actions to become role models in the community and strengthen their own family. A full training guide is available as Part 5 of this guidance. The training should be adapted in alignment with the program contextualization and curricula adaptation process. The below information provides a snapshot of what to expect from the training.

## TRAINING APPROACH

Given six to eight months of curricula content, program teams should implement a staggered training approach. This means that program teams train facilitators on curricula content by themes as opposed to training on the full-length curricula all at once. In general, the training should follow the parameters below.

| CURRICULA CORE CONTENT                                          | WHEN TO COMPLETE?                                  | LENGTH OF TRAINING |
|-----------------------------------------------------------------|----------------------------------------------------|--------------------|
| Introducing Safe at Home and content related to IPV             | Prior to beginning                                 | 10 days            |
| Parenting-related content, and closing the Safe at Home program | Two to three weeks prior to closure of IPV content | 8 days             |

Program teams will need to assure they are then able to complete preparatory sessions with facilitators each week to assure understanding and internalization of content.

## TRAINING OUTCOMES

The training should assure the following key outcomes for facilitators:

### Knowledge outcomes

- Facilitators understand Safe at Home content
- Facilitators are able to apply a variety of techniques in the facilitation of the content

### Attitude Outcomes

- Facilitators maintain gender-transformed attitudes and begin to apply gender equitable practices in their own homes
- Facilitators do not support corporal punishment
- Facilitators have a sense of self-efficacy to facilitate the curricula

### Behavioral Outcomes

- Facilitators use appropriate communication skills (active listening, empathy, etc.)
- Facilitators understand principles of do no harm and confidentiality
- Facilitators speak out against violence in their communities

# 6. Identifying Safe at Home Participants

After the community information session and referrals from community leaders and community groups, you should have a list of recommended participants for the program. All program participants must meet the criteria below.

## Participant Criteria

- They must be couples (married or living together)
- They must be a monogamous household (men with multiple wives are not invited to participate)
- The couple must be parents or caregivers to at least one child between 6-12 years of age
- Both the male and the female member of the couple can commit to participating in single-sex group sessions and monthly family sessions for a period of approximately six months.
- The participants are ages 20-50 years old
- The man must commit to non-violence against his partner and children
- The woman must commit to non-violence against her children



Under no circumstances should men who are known to have perpetrated physical and sexual violence against their partners be allowed to participate in the Safe at Home program.

Potential program participants should have the opportunity to understand further the Safe at Home program. In order to facilitate their understanding and buy-in, the program team should hold a Family Forum.

### Hold Family Forum

Invite recommended participants to participate in a 2 hour Family Forum. The forum is for all potential Safe at Home program participants and will take place with all participants at the same time in a large gathering, similar to a community meeting or assembly. Prepare hand-written invitations for each couple and make sure they receive the invitations at least several days in advance. The invitations should specify the date and time of the forum and state that **couples must come together**. They should feel free to bring their children as needed. Make sure to identify someone in advance who can provide childcare for several hours during the Family Forum. Engage community facilitators in the delivery of the invitation.

The goal of the Family Forum is to introduce potential program participants to the program while also completing basic skills sharing. With basic skills sharing, even if couples decide not to enroll, they will have acquired some foundational competencies that promote family well-being.

The Family Forum should be led by an program staff and supported by the facilitators. Make sure there is good ambiance for the forum, consider location, time of day (this may need to be delivered on a weekend or in the evening to assure both male and female partners can attend), preparation of tea or coffee, etc. After invitations have gone out to community members, ask facilitators to follow-up to have a sense of number of people who can attend. Make sure to prepare any necessary equipment such as a sound system, slide show, etc. as appropriate.

Make sure the Family Forum does not surpass the allotted time of two hours to be respectful of community members' time. You may go directly into the program enrollment following the Family Forum, or set-up another day and time to do so.

Please see [Annex 6: Agenda and Steps of the Family Forum](#).

## PARTICIPANT ENROLLMENT

### ☑ Participant Interviews

After participating in the Family Forum, couples who would like to enroll in the program should sign-up to participate in a 10 to 15 minute interview. Potential Safe at Home participants should approach a program staff member designated as an "Enrollment Officer" during the Family Forum and put their names on a list. The Enrollment Officer should give them a time slot to come for the interview and note the location of the interviews. The program participant interviews can occur directly following the Family Forum the same day, or may also occur the next day or in the days following, based upon availability of the team and availability of potential program participants.

The couples should come together to the interview; this is an important factor to gauge joint interest in the program. However, interviews will be conducted separately by sex. A staff member and female facilitator will interview the potential female participant and a staff member and male facilitator will interview the potential male participant.

Make sure safe spaces are set-up for both male and female interviews and that they are not occurring within the same room or within earshot from each other. If you are not able to find two safe spaces within the community, it is best to have the male and female potential participants come at different times in order to assure safety.



A case management worker should be on hand during the interviews to support any referrals as needed. Do not proceed with the interviews without case management staff in place.

Each interview should be completed by a staff member with a community facilitator. The goal of the interview is to gauge individual interest in the program. If staff or community facilitators sense that one member of the couple is not interested in participating (for example, did not show up at the time for their interview or seems generally dis-engaged), do not prioritize that couple in selection. Participation in the program is truly voluntary and should under no circumstances involve any coercion by one partner towards the other.

For more information on the participant interview process, please see [Annex 7: Safe at Home Program Participant Interview Process](#).

For the participant program enrollment interview forms, please see [Annex 8: Female Participant Enrollment Interview Form](#) and [Annex 9: Male Participant Enrollment Interview Form](#).

### ☑ Participant Vetting

After interviews are complete, program staff should prepare a draft list of participants. This list of participants should be presented to women's group leaders, case management service providers, and other relevant GBV actors for vetting. This process is very important to assuring that the program does not enroll perpetrators of intimate partner violence. This step in the enrollment process cannot be skipped.

# 7. Starting Women's and Men's Groups

## TIMELINE

Women's groups should start three weeks before men's groups to assure women's feedback can be incorporated into the men's discussion groups.

### ☒ **Selecting a Day and Time for Safe at Home Discussion Groups**

Community members should select the day and time they prefer to meet. In some cases, the day or time selected may fall in the evening or on the weekends in order to accommodate work schedules during the week. Every effort should be made by supervising staff and facilitators to accommodate the proposed timing, this may include having an alternative work week or utilizing compensation time. If this scenario seems likely, it is advised to explore possibilities of alternative schedules with human resources before identifying participants and beginning programming. If there isn't flexibility in staff schedules, implementing Safe at Home in your context should be re-considered.

## 8. Starting Family Sessions

### TIMELINE AND PARTICIPATION

Family sessions occur once a month and start at the end of the first month of the men's groups. They are designed to be timed with the women's and men's discussion groups and discussion groups need to have reached a certain point in the curriculum prior to beginning the family sessions in order for the substance of the family sessions to have meaning.

| FAMILY SESSION                                                                          | WHEN?                                                                                                                                                                                       | WHO PARTICIPATES?                                              |
|-----------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|
| <b>Session 1:</b> Building Our Family Vision                                            | This session should <b>only</b> occur after the following session: <b>Session 4 of the Men's Curriculum: Power and Status Within the Family</b>                                             | Male and female partners plus children six to twelve years old |
| <b>Session 2:</b> Setting Financial Goals and Making Decisions Together                 | This session should <b>only</b> occur after the following session: <b>Session 7 of the men's curriculum: Showing my wife she matters</b>                                                    | Male and female partners only (couples)                        |
| <b>Session 3:</b> Let's Talk: Effective Communication Strategies                        | This session should <b>only</b> occur after the following session: <b>Session 11: Violence Against Children in the Family</b>                                                               | Male and female partners only (couples)                        |
| <b>Session 4:</b> Building our Family Values: Discipline for Children and Setting Rules | This session should <b>only</b> occur after the following session: <b>Session 16 of the men's curriculum: Disciplining Children with Dignity</b>                                            | Male and female partners plus children six to twelve years old |
| <b>Session 5:</b> Planning our Family Life Together                                     | This session should <b>only</b> occur after the following session: <b>Session 21 of the Men's Curriculum: Reflecting on Family Reputation as a Barrier to Supporting Women and Children</b> | Male and female partners only (couples)                        |

### Facilitating Family Sessions

Family sessions should be facilitated by one to two male and one to two female facilitators, always together. This point is non-negotiable. All sessions should be supervised directly by program staff.

### Preparing for Family Sessions

The curriculum is structured in the same way as the men and women's groups. Please read the "materials" and "preparation required" sections. It is **ESSENTIAL** that you have two safe spaces identified for break out activities and staff available to support referrals. The last session requires the involvement of a mid-wife or nurse, please plan for that ahead of time.

### Recreational Time

At the end of each session, participants should be given the option to participate in recreational time, which may include singing and dancing, football games, field games, or other activities appropriate to the context. The purpose of recreational time is to create a minimally structured space where parents can be together with their children. A list of recommended activities for recreational time is available in as part of the annexes of the family curriculum.

## 9. Deciding on Optional Sessions

Two optional sessions exist as a compliment to the Safe at Home Foundations curricula. They may be implemented following the curricula content, but it is not a requirement. These sessions exist to address some of the contextual risk factors that may be contributing to violence within the home. The decision of which optional sessions to use should be based upon your contextual analysis.

## 10. Planning for Monitoring and Evaluation

Program teams should plan for monitoring and evaluation (M&E) processes during the set-up of the program. Program team members should incorporate monitoring and evaluation processes into their Safe at Home work plans. These monitoring and evaluation processes should include time for data collection with participants, data processing, data analysis, and specific plans for data sharing and reflection at key points during Safe at Home implementation.

The Safe at Home M&E package includes attendance tracking, participant baseline and endline surveys, and child baseline and endline surveys. These monitoring tools are required as part of Safe at Home implementation in order to assure teams are tracking program outcomes and learning from implementation. A variety of additional tools are also available, they include:

- Qualitative Endline Process Interviews
- Resistance Reactions Monitoring

# Safe at Home - Sample Program Summary

Families are the foundation of our world! Every person is born into a family and learns the essential skills of life from their family members.  cares about families and wants to assure that all families are safe and healthy. Families affected by conflict and displacement may have unique challenges that demand special support, and that is why the *Safe at Home* program was created.

The *Safe at Home* program is for couples with children 6 to 12 years old. It includes weekly discussion sessions for men and women that help them to create a safe home environment that protects women and children from violence. During the weekly discussion sessions, participants will learn about how to prevent violence against women, why violence against women is such an enormous problem around the world, how attitudes and behaviors can lead to violence, and how men can make a difference in their community to stop violence against their wives. Participants will learn about the impact of a crisis on the family, toxic stress and child development, communication strategies for supporting their children, and positive discipline techniques. Participants will also have the opportunity to participate in fun monthly activities that bring the family together.

Participating in the *Safe at Home* program will support families to lead safer, healthier and more empowered lives. Couples will see changes in how they work together, support each other, and build a strong relationship. They will also see changes in their relationships with their children as their children learn, grow, and prosper.

**Do you think this program would benefit your community?** If so, help us spread the word! Share this information about the program with your community members, friends, siblings, parents, partners!

## Here's what you need to know about participation in the program:

- Couples participate (both partners must participate), ages 20 to 50.
- A couple must be the primary caregiver for one child between 6 to 12 years old.
- Men must commit to participate in sessions once a week, for 24 weeks.
- Women must commit to participate in sessions once a week, for 18 weeks.
- Men must take a pledge of non-violence towards their wives and children in order to participate in the program
- Women must take a pledge of non-violence towards their children in order to participate in the program

For more information, please reach out to:

# Talking Points: Introducing Safe at Home in the Community

## 1. INTRODUCE YOURSELF AND YOUR ORGANIZATION

Start by introducing yourself and your role at your organization. Even if you have met the leader(s)/ community group(s) before, it is helpful to reintroduce yourself and include your association with your organization in this context. It is also important to:

- Explain the work that your organization already does within the community and recognize the contribution of the individuals who you work with (i.e., local GBV committee, health center, etc.)
- Let community leaders/ group(s) know that your organization appreciates their support and looks forward to continuing to work with them/beginning to work with them.
- Explain that you asked for the meeting in order to describe a new program that your organization is starting in the community, and that you are seeking their feedback.
- Let the group know that this program is also happening in many other communities around the world.
- Thank participants for their time and interest.

## 2. INTRODUCE SAFE AT HOME

Program staff do not need to go into details about the discussion groups but should address the following points:

- Safe at Home is a program for families. It aims to make families safer, happier and healthier by working to prevent violence against women and children within the family.
- Safe at Home is also about leadership and designed for couples who want to try out a new way of living together and building their family well-being.
- The program consists of discussion groups that are held once a week for two to three hours for a period of approximately six months. Women and men participate separately, in groups of their peers of the same sex. Couples come together once per month for a family session, sometimes with their children.
- The discussion groups combine reflection and skill-building for a fun and interactive time. For example, men and women's groups will do role plays, stories, practice new skills.



Pause here to give participants an opportunity to ask questions!

### 3. INTRODUCE SELECTION CRITERIA FOR PARTICIPATION IN THE SAFE AT HOME PROGRAM

Explain that the program was designed for a specific family profile. The reason for this is that families are different and have different needs. For example, because the program teaches positive parenting skills, these skills are different for a young child versus an adolescent. Introduce the criteria below.

- They must be couples (married or living together)
- They must be a monogamous household (men with multiple wives are not invited to participate).
- The couple must be parents or caregivers to at least one child between 6-12 years of age.
- Both the male and the female member of the couple can commit to participating in single-sex group sessions and monthly family sessions for a period of approximately six months.
- The participants are ages 20-50 years old.
- The man must commit to non-violence against his partner and children.
- The woman must commit to non-violence against her children.



Pause here to give participants an opportunity to ask questions!



Explain to participants that this program focuses on preventing violence in the home. It is not destined for families where violence is already happening. Explain that men who are known in the community for abusing their wives are not eligible for participation in the program. Explain that where families are already facing violence, they need to access services for support and recovery first.

### 4. INTRODUCE SELECTION CRITERIA FOR FACILITATORS

Explain that it is people from the community who know the community best. For this reason, [name of your organization] trains and works with local facilitators to lead discussion groups. Explain that you are looking for facilitators from this community who fit a certain set of criteria. Explain the criteria below and ask if leaders/community groups have people they would like to recommend. Facilitators must have:

- Completed some secondary school education.
- Ability to read and write with no difficulty.
- Fluency in local language of project sites.
- Good listening and communication skills.
- Resided in the community for at least 6 months prior to Safe at Home group discussions and plans to continue residing in the community for the program duration
- Willingness to volunteer or receive stipend.
- Commitment to facilitating sessions for community members.
- Commitment to non-violence in the home.
- Interest in individual attitudinal and behavior change, including for oneself.

- Basic understanding of violence against women and girls and child protection.
- Experience working in the community, preferably providing prevention and/or responses services or as part of a local community group (preferred, not required).
- Knowledge of referral networks within the intended community (preferred, not required).
- Reached 25 years old or older.



Pause here to give participants  
an opportunity to ask questions!

## 5. DISCUSS NEXT STEPS

- Explain that you would like to hold a community meeting to introduce the program and talk to interested couples about the program enrollment process.
- Ask leaders/community groups what might be the best day, time, and space to hold the meeting.
- Ask leaders/community groups how they might work together with [name of your organization] or make some suggestions in this regard.
- Ask leaders/community groups for their support of the Safe at Home program.
- Once you have gained the support of the leader(s), community group(s), and if appropriate, ask if they may be able to help you with spreading the word about the community meeting and potentially identifying participants and facilitators.
- Explain next steps and how you will follow-up.

## 6. THANK THE MEETING PARTICIPANTS

- Take a moment to thank the community leader(s)/group(s) for taking the time to meet with you today.
- Reiterate the importance of having dedicated leader(s) and groups like them, and how much you value their experience and support.
- Explain that you are looking forward to working together.

# Safe at Home - Facilitator Interview Form

- ☐ Eligible
 ☐ Participant interview completed  
☐ Not Eligible
 ☐ Stopped before completing participant interview

1. Date of interview:
2. Name of interviewer (Safe at Home program staff):
3. Name of community:
4. Name of candidate:
5. Candidate's date of birth:
6. Address:   
Telephone number:
7. Number of years lived in community: ☐ Less than a year ☐ More than a year ☐ Over two years
8. How long do you intend to stay in this community?
9. Occupation:
9. Marital status: ☐ Married ☐ Single ☐ Living together ☐ Widow/Widower ☐ Separated
10. Educational level: ☐ Primary ☐ Junior Secondary ☐ Secondary ☐ College/University  
☐ Vocational Training
11. Languages Spoken: ☐ English ☐ French ☐ Spanish ☐ Arabic ☐  ☐
12. Do you have children? ☐ Yes ☐ No If yes, how many?
13. Have you been a part of any group before? ☐ Yes ☐ No If yes, what was your role?
14. What do you think some of the problems are that women and girls face in this community?
15. What do you think are some problems children face in this community?

16. How do you think displacement/conflict/crisis may affect relationships within the family?

17. Why are you interested in being a Safe at Home facilitator?

18. What are some of the facilitation techniques a facilitator could use in a group discussion?

19. I'm now going to ask you some questions about things that happen to women and children in the community. Please respond honestly. Your responses will not affect your eligibility to become a facilitator. Rather, they will help us understand better how to prepare for the facilitator training. I will read you a statement. Please tell me if you agree or disagree with each statement.

| Statement                                                                                                 | Agree                    | Disagree                 |
|-----------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| If someone insults a man, he should defend his reputation with force if he has to.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| A woman should tolerate violence to keep her family together.                                             | <input type="checkbox"/> | <input type="checkbox"/> |
| A man using violence against his wife is a private matter that shouldn't be discussed outside the couple. | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical punishment is the best method for correcting bad behavior among children.                        | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical punishment does not have long term effects on children.                                          | <input type="checkbox"/> | <input type="checkbox"/> |
| Yelling at or insulting a child does not hurt him/her as they are only words.                             | <input type="checkbox"/> | <input type="checkbox"/> |

20. As a leader of the Safe at Home discussion group within the community, like participants in the group, you must take a pledge of non-violence within the family. This means that you pledge to not hurt your wife or children (**FOR INTERVIEWER: For women, this question should only be posed as it relates to children**) from this day forward, including not committing physical, emotional, and sexual abuse. Do you accept this pledge? ☐ Yes ☐ No

21. From your point of view, what does it mean to respect this pledge?

.....  
Candidate's Signature

.....  
Interviewer's Signature

Clear Form

# Memorandum of Understanding for Facilitators

This memorandum of understanding (MoU)

is entered into by the

and by the facilitator

The MoU stipulates the agreement between both parties

for the purpose of conducting Safe at Home program activities in:

## 1. Facilitator's Roles and Responsibilities:

- Prepare for weekly discussion groups (two hours per week).
- Lead once weekly two- to three-hour same-sex discussion groups with co-facilitator (three hours per week).
- Track participant attendance per session, and complete attendance form.
- Lead monthly family discussion groups with other community facilitators.
- Collaborate with other community facilitators on the integration of women's voices in the men's curriculum.
- Provide weekly written feedback on the curriculum (one hour).
- Engage in supportive supervision sessions with partner organization (two hours).
- Support program participants in referrals to appropriate services in the community, as needed (one hour).
- Support processes related to recruitment of program participants, research, etc., as needed.

## 2. Organization's Roles and Responsibilities:

- (Organization) will be required to train facilitators on roles and responsibilities and Safe at Home curriculum usage.
- (Organization) will provide clear information to facilitators on code of conduct and policies.
- Each designated staff member will be required to manage, support, and supervise facilitators in assigned areas.
- Designated staff will be required to provide hardcopies of all relevant documents and materials, including a hard copy of the Safe at Home Curriculum and related tools and materials.
- Stipends will be paid to each facilitator by (organization) through XX at the end of every month over the period of XX weeks/months.
- The designated staff member is required to conduct one-on-one or group monthly supervision with mentors in assigned communities.
- The designated staff member is required to call facilitators frequently to provide support and give feedback when necessary.
- A designated staff member is required to observe at least XX sessions per month in each community.
- The organization reserves the right to dismiss a facilitator in case of gross misconduct (including use of violence in the home) or prolonged illness that will affect the program implementation.

Date:

.....  
Facilitator's Signature

.....  
Organization's Signature

Clear Form

# Safe Space Checklist\*

The safe space designated for Safe at Home discussion groups should be assessed for (1) safety and accessibility, (2) availability, and (3) community support and agreement.

| Safety and Accessibility                                                                                                          | Yes                      | No                       |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|
| Is the space safely and easily accessible to men and women's groups?                                                              | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there specific safety and accessibility considerations that should be taken into account for women's groups?                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the space in a location that may pose distractions or other types of interference for participants?                            | <input type="checkbox"/> | <input type="checkbox"/> |
| Can items related to the program be left in the safe space when programming is not happening?                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Can the safe space be locked when not in use?                                                                                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the structure safe and physically strong enough to be used?                                                                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the building in a safe area? Are there specific times of day where the area is unsafe?                                         | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the space accessible for persons with disabilities?                                                                            | <input type="checkbox"/> | <input type="checkbox"/> |
| Availability                                                                                                                      | Yes                      | No                       |
| Is the space available for the length of the program cycle?                                                                       | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the space available at the time when the men's and women's discussion groups' participants are available?                      | <input type="checkbox"/> | <input type="checkbox"/> |
| Is the space used for other purposes that may cross over into the timeframe where it will be used for discussion groups?          | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there any seasonal disruptions that might make the safe space inaccessible (floods, rains, etc.)?                             | <input type="checkbox"/> | <input type="checkbox"/> |
| Are there costs related to use of the space? If so, can the program support and sustain these costs throughout the program cycle? | <input type="checkbox"/> | <input type="checkbox"/> |
| Community Support and Agreement                                                                                                   | Yes                      | No                       |
| Does the surrounding community and its leaders understand the purpose of the Safe at Home program?                                | <input type="checkbox"/> | <input type="checkbox"/> |
| Can the community ensure no other activities will encroach on the safe space during Safe at Home programming?                     | <input type="checkbox"/> | <input type="checkbox"/> |
| Have the relevant persons been contacted for their agreement to use the safe space?                                               | <input type="checkbox"/> | <input type="checkbox"/> |
| Can interruptions can be predicted and planned for during the program?                                                            | <input type="checkbox"/> | <input type="checkbox"/> |

\* Safe space checklist adapted from IRC Girl Shine program model. (2018). Safe space checklist, appendix A9.

## ANNEX 6:

# Agenda and Steps of the Family Forum

## OBJECTIVES:

- ☑ Introduce the Safe at Home program to interested program participants
- ☑ Share basic family well-being competencies/skills
- ☑ Begin program enrollment

**Duration:** 2 hours

**Staff Required:** 2 program staff (1 male, 1 female) and 2 facilitators (1 male, 1 female)

Expected Number of Participants: 20-25 couples who have been identified by community leaders or community groups as meeting program criteria and whom may be interested in the program.

## PREPARATION REQUIRED:

- ☑ Send out invitations to couples (several days prior to conference).
- ☑ Facilitator confirms expected participants prior to the Family Forum.
- ☑ Secure any equipment needed (projection, music, sound system, chairs/benches as needed).
- ☑ Plan for any refreshments (as feasible).
- ☑ Arrange the space so that it is conducive to sharing.
- ☑ Arrange child care in a location nearby.
- ☑ Prepare print-outs, flip charts, markers/pens, etc. as needed.

## SESSION OVERVIEW:

| Session Activity                                     | Time   |
|------------------------------------------------------|--------|
| ❶ Welcome and Introduction to Staff and Facilitators | ⌚ 10 m |
| ❷ Introduction to the Safe at Home Program           | ⌚ 30 m |
| ❸ Skill 1 Intro: Making Decisions Together           | ⌚ 20 m |
| ❹ Skill 2 Intro: Stress Management                   | ⌚ 20 m |
| ❺ Skill 3 Intro: Disciplining Our Children           | ⌚ 20 m |
| ❻ Safe at Home Program Recruitment Process           | ⌚ 10 m |
| ❼ Couple Time: "A Time to Talk"                      | ⌚ 5 m  |
| ❽ Thank You and Closing                              | ⌚ 5 m  |

### Activity 1:

#### Welcome and Introduction to Program Staff and Facilitators

---

Please paraphrase or **SAY** the following:

- a. "Welcome everyone to our [insert name of community] Family Forum! We are so pleased to have you with us today, and we really appreciate you taking the time out from your ongoing activities to be here. We hope this Forum will be useful to you. The goal of this Forum is to introduce the Safe at Home program to you and see if you would like to enroll. An invitation to this Forum does not guarantee your enrollment in the program, and equally for you, it is an opportunity to see if the program is of interest to you. In a few minutes, we will discuss the program at length, including the time commitment, participant selection processes, and criteria for enrollment."
- b. "We would like to take a moment to introduce ourselves first." [Program staff and facilitators introduce themselves and share one interesting thing about themselves, such as they love to dance, eat mangos, or swim, etc.]
- c. "Here is the agenda for today's program." [Introduce agenda on a flip chart and read it aloud for lower literacy participants.]
- d. "Does anyone have any questions or concerns before we start? Great! A final point that we want to note is that participation in this Family Forum is totally voluntary, please feel free to leave at any time if you're not interested in the program. We also want to acknowledge that there may be some people who are interested in the program but were not able to be here today. If they are interested in joining, they can contact [name of facilitator and phone number]."
- e. "Ok, let's get started!"

### Activity 2:

#### Introduction to the Safe at Home Program (30 minutes)

---

Please paraphrase or **SAY** the following:

- a. "We are pleased to introduce the Safe at Home program to you. The goal of the program is to promote greater family well-being and prevent violence in the family. The program promotes respect, love, and accountability among couples and helps parents to manage their own stress and to solve common problems they may have with disciplining their children. The program allows for critical reflection, dialogue and skill-building in a group of your peers as well as time to spend as a family."
- b. "The program will be executed as follows: (1) Couples enroll in the program together, (2) men and women participate in separate once weekly sessions for three hours with their peers of the same sex, (3) families participate in once monthly sessions together. All group sessions will be led by a facilitator." [Point to facilitators.]
- c. "It is important that we tell you that there is no material benefit to you for participating in the program. It is a knowledge-sharing and skill-building program only, but it is fun and engaging, and we hope you will want to enroll."
- d. "Does anyone have any questions so far?"
- e. "Great! There are some criteria for participating in the program. The most important criteria are the following:
  - Male participants must make a pledge not to commit violence against their wives or children during the duration of the program. Any violence perpetrated will be grounds for dismissal from the program.

- Female participants must make a pledge not to commit violence against their children during the duration of the program. Any violence perpetrated will be grounds for dismissal from the program.”
- f. “There are also some secondary criteria which include the following:
- Participants must be in a relationship with a male/female partner who is also interested in participating in the program and can make the time commitment.
  - Participants must be between 20 to 50 years old
  - Participants must be primary caregivers for at least one child between the ages of 6 to 12 years old.”
- g. “Does anyone have questions about the program enrollment criteria?”
- h. “One point we want to emphasize is that this program is truly voluntary and both partners in a couple must be interested in participating. No partner should force the other to participate. If, after this Family Forum is completed, you aren’t sure whether you want to participate in the program, we ask that you go home and set up a ‘time to talk.’ During your ‘time to talk’ as a couple make sure you don’t have any distractions and discuss the pros and cons of your participation. Make sure both partners are able to speak up and share their opinions. If you have any questions, you should feel free to contact the facilitator.”



#### HELPFUL HINT

If men ask why women are not asked to make a pledge to not commit violence against their husbands, calmly explain that one of the things we will discuss in the program is who holds power in the household. Explain that women do not typically commit violence against their husbands, and this kind of violence will not be addressed by the program. However, all participants will learn stress and emotional management skills to address day-to-day challenges within the household.

- i. “Great! Those are the essentials of the program. We will discuss the program enrollment process at the end of our time together today. Now we will provide a brief introduction to some of the types of skills you will acquire in the program.”

#### Activity 3:

##### Skill 1: Making Decisions Together (20 minutes)

#### SAY:

- a. “What are some examples of decisions that we often have to make in families?”

Take a moment to collect participants answers and praise them for their suggestions.

#### Example Answers:

- How to spend money/set priorities
- How many children to have and when to have them
- What types of activities we should undertake to make a living
- What to do with recreational time
- When to visit family
- How to raise our children

**SAY:**

- a. "Sometimes we might have difficulties making these decisions together because (1) we don't have time to discuss as a couple, (2) we don't have all the information we need, or (3) we might not know the best way to communicate. Today we are going to teach you a simple communication and decision-making method you can use with your partner called the 'Five-Step Process.'"
  - b. "The decision-making process includes the following:
    - Step 1: Identify the problem or state the objective.
    - Step 2: Gather information to think about your options.
    - Step 3: Consider the consequences.
    - Step 4: Make the decision.
    - Step 5: Evaluate your decision. (Lay out the steps to put your decision in place.)"
- [Take a moment to go back through the steps, you may want to display them on a flip chart for those participants with higher literacy]
- c. "Now let's practice the 'Five-Step Process.' Turn your chair to face your partner. Tell them something nice, give them a complement. Now identify together a decision you want to make. Take 5 minutes to practice the 'Five-Step Process.'"
- [Pause for 5 minutes to allow couples to discuss.]
- d. "How did it go? What was easy or difficult about the process?"
- [Allow participants to respond and thank participants for their participation.]
- e. "The 'Five-Step Process' is just one type of skill we will learn during the Safe at Home program meetings. Now we will share with you some other skills that we will cover in the program."

Activity 4:

**Skill 2: Stress Management (20 minutes)**

---

**SAY:**

- a. "We know that daily life can be very stressful, and this impacts our relationships. If we are affected by a crisis or conflict of some kind, this makes our lives very difficult. Let's take a moment to practice a stress management technique called body relaxation. You will close your eyes or look down for this activity. Try to get comfortable." [Invite participants to sit on mats or spread across the area, you can also ask male and female facilitators to lead this exercise in same-sex groups in different parts of the space, as is appropriate for the context.]
- b. "We are now going to do a relaxation exercise. Remove your shoes and find a comfortable position. Take a few minutes to relax, breathing in and out in slow, deep breaths."
- c. "When you are relaxed and ready to start, shift your attention to your right foot. Take a moment to focus on the way it feels. Slowly tense the muscles in your right foot, squeezing as tightly as you can. Hold for a count of 10."
- d. "Relax your right foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- e. "When you are ready, shift your attention to your left foot. Take a moment to focus on the way it feels. Tense the muscles in your left foot, squeezing as tightly as you can. Hold for a count of 10."
- f. "Relax your left foot. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."

- g. "When you are ready, shift your attention to your right leg. Take a moment to focus on the way it feels. Slowly tense the muscles in your right leg, squeezing as tightly as you can. Hold for a count of 10."
- h. "Relax your right leg. Focus on the tension flowing away and the way your foot feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- i. "When you are ready, shift your attention to your left leg. Take a moment to focus on the way it feels. Slowly tense the muscles in your left leg, squeezing as tightly as you can. Hold for a count of 10."
- j. "Relax your left leg. Focus on the tension flowing away and the way your left leg feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- k. "When you are ready, shift your attention to your left shoulder. Take a moment to focus on the way it feels. Slowly tense the muscles in your left shoulder, squeezing as tightly as you can. Hold for a count of 10."
- l. "Relax your left shoulder. Focus on the tension flowing away and the way your shoulder feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- m. "When you are ready, shift your attention to your right shoulder. Take a moment to focus on the way it feels. Slowly tense the muscles in your right shoulder, squeezing as tightly as you can. Hold for a count of 10."
- n. "Relax your right shoulder. Focus on the tension flowing away and the way your shoulder feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- o. "When you are ready, shift your attention to your back. Take a moment to focus on the way it feels. Slowly tense the muscles in your back, squeezing as tightly as you can. Hold for a count of 10."
- p. "Relax your back. Focus on the tension flowing away and the way your back feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- q. "When you are ready, shift your attention to your neck. Take a moment to focus on the way it feels. Slowly tense the muscles in your neck, squeezing as tightly as you can. Hold for a count of 10."
- r. "Relax your neck. Focus on the tension flowing away and the way your neck feels as it becomes limp and loose. Stay in this relaxed state for a moment, breathing deeply and slowly."
- s. "When you are ready, you can sit up."

**ASK:**

- a. "How did it feel to participate in this relaxation exercise? Does your body feel different?" [Take a moment to capture participants' answers.]

**SAY:**

- a. "This is an example of a stress management technique we can use at home when we've had a hard day. This is another skill we will learn during the Safe at Home program. Now, let us go to our last technique."

**Activity 5:****Skill 3: Disciplining Children**

- a. "We know that children often act up or do things that annoy us as parents. However, we also know that during times of conflict or crisis, children may express their emotions differently than adults. It is important we apply positive discipline with our children to promote their healthy development. We'll talk about why this matters in the Safe at Home sessions, but let's see an example of a discipline technique."

- b. "We know that children love their parent's attention, whether it is positive or negative. Sometimes when children are doing some minor misbehavior we don't approve of, we simply need to ignore them. There are important principles to ignoring. They are as follows:
- Ignore the negative behavior that is not harmful for the child or others and is typically considered a tantrum.
  - If your child starts crying because they want a sweet and you do not have money for a sweet, do not pay any attention to the crying.
  - Do not say anything to them; do not look at them; don't even smile.
  - You might even turn your back and start walking.
  - You do not need to hit or shout at them; ignoring them will send the message that their crying will not work, and eventually, they will stop.
  - Ignore the behavior all the way through! Ignoring might sound easy, but it can actually be very difficult. Children do not like being ignored, and sometimes when you start ignoring them, they will act up even more! They will try different things to see if they can get your attention. For example, they might start to cry or yell even louder.
  - Make sure you keep ignoring those negative behaviors. You do not want to start ignoring and then give your attention when they start yelling louder. That will teach them to get your attention through the more negative behavior. The most important part of ignoring is to praise your child once the negative behavior stops. So if they are yelling as soon as they stop, tell them, 'I really like it when you speak calmly' or 'Thank you for calming down.' This will teach your child that negative behavior gets no attention, but positive behavior gets a lot of attention."
- c. "We will now divide into same-sex pairs and do a role play. Each person will take turns being the parent and the child."
- Have other staff divide participants in pairs and take 5 minutes to get situated.
  - Read the sample script to participants, and show it written up on a flip-chart.
  - Ask participants to take 5 minutes to practice the role play in groups.



## SAMPLE SCRIPT

Please adapt to your context or create your own

**Child:** Mom, I really want a biscuit from the shop.

**Parent:** I am sorry, you cannot have a biscuit now, but you can have a banana.

**Child:** But, Mom, I really want a biscuit. You are so mean.

[Parent ignores the comment, begins to sweep or do other housework.]

**Child:** [Louder] Mom! I really want a biscuit! [Begins yelling]

[Parent continues to ignore, keeping busy with something]

[Child stops yelling]

**Parent:** [Walks over to the child] I see you are calm now. Would you like to help me make dinner?

**Child:** Yes. [They go to make dinner together]

### SAY:

- a. "How did it go? Was it hard to ignore your child? How did you feel as a child being ignored?"

[Take a moment to capture participants' responses and thank them for their answers.]

Explain that we are teaching children that negative behavior is not rewarded with acknowledgement.

### SAY:

- a. "Thank you for participating in our mini skill-building sessions today. During the Safe at Home program we will work on skills like these but we will also have time for critical reflection and to break down pre-conceived notions about what we know about how society works."

Activity 6:

### Safe at Home Program Recruitment Process

#### Please paraphrase or SAY the following:

- a. "At the beginning of the session we introduced the program to you, then we gave you some time to get a snap-shot of how the program works. Now we will explain the recruitment process."
- b. "We will now take five minutes, called 'Couple Time' for you to discuss with your partner if you would like to enroll in the program. You may decide now or later as is convenient for you both. If you decide you would like to enroll, we will invite you to participate in a 10-minute interview with our staff and the facilitators."

Activity 7:

**Couple Time: A Time to Talk (5 minutes)**

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**Please paraphrase or SAY the following:**

- a. "Now let's take five minutes to get back together with our partners. You may choose to also go for a walk or find a space close by. Take a moment to discuss together if you would like to participate in the program, including the pros and cons of participation and the time commitment. Let's do that now and then come back together to close out the Family Forum."

Activity 8:

**Thank You and Closing (10 minutes)**

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**Please paraphrase or SAY the following:**

- a. "Thank you so much for joining today's Family Forum, we hope you enjoyed it and also learned a tip or two. We know your time is valuable, so thank you for sharing it with us. We also hope you will be interested in participating in the Safe at Home program. If you have decided to participate, please sign-up for an interview spot with my colleague [insert colleague's name]."

## ANNEX 7:

# Safe at Home Program Participant Interview Process

## OBJECTIVE:

- ☑ Complete a transparent and safe recruitment process.

**Duration:** Each interview should take no longer than 15 minutes

**Staff Participation:** 3 program staff (at least one male and one female) and 2 facilitators (1 male, 1 female), 1 psychosocial support staff/case management staff in case services are needed.

Women's and men's interviews should be done separately. Women's interviews should be completed by a female program staff with a female facilitator and men's interviews should be completed with a male staff with a male facilitator.

## REQUIRED PREPARATION:

- ☑ Prepare two safe spaces for the interview (one for women and one for men). Make sure these spaces are free from people passing by and no one can hear the interviews.
- ☑ Make enough photocopies of the Interview Form for Female Participants and the Interview Form for Male Participants for the interviewers..
- ☑ Prepare a welcoming/waiting space for couples to wait while each member of the couple waits for their interview.
- ☑ Interviews should be scheduled at a specific time (time slots) in order to avoid having all potential program participants arriving at once and waiting for a long period of time.
- ☑ Make sure you have a staff member who is available to welcome people that are arriving.

## INSTRUCTIONS FOR THE WOMEN'S INTERVIEWS:

- Use the local language of the potential participant to complete the interview.
- Explain that you will ask questions linked to criteria for participating in the program and you will record the information on a form.
- Ask for the potential participant's verbal consent to record the information they provide.
- Remind the potential participant of the enrollment criteria.
- When you get to question 18, "Why do you want to participate in the Safe at Home program?" make sure you pose several follow-up questions. If the woman explains that she wants to correct her husband's bad behavior or shares that she is a survivor of violence at the hands of her husband, an offer of referral should be made. A woman who shares that her husband is violent is not eligible to participate in the program with her husband because this is a prevention program. Do not say this directly to the woman survivor and complete the interview. Thank the potential participant for her time and mark her ineligible on the form.

## INSTRUCTIONS FOR MEN'S INTERVIEWS:

- Use the local language of the potential participant to complete the interview.
- Explain that you will ask questions linked to criteria for participating in the program and you will record the information on a form.
- Ask for the potential participant's verbal consent to record the information they provide.
- Remind the potential participant of the enrollment criteria.
- When you get to question 18, "Why do you want to participate in the program Safe at Home?" make sure you pose several follow-up questions. If the man explains that he wants to correct his violent behavior towards his wife, he is not eligible to participate in the program with his wife because this is a prevention program. Do not say this directly to the man and complete the interview. Thank the potential participant for his time and mark him ineligible on the form.
- Remind the participant of the participation criteria, which includes a promise not to commit violence within the family. Remind the participant that he will be excluded from the program if he commits violence within the family while the program is ongoing.

Every potential program participant should receive an overview of the Safe at Home program and enrollment criteria prior to completing the interview.

# RECRUITMENT FORM FOR FEMALE PARTICIPANTS

1. Date of the interview:
2. Name of the staff completing the interview:
3. Name of the village/site:
4. Name of the candidate (record the complete name):
5. Name of the candidate's husband/partner (record the complete name) :
6. Age of the candidate:
7. Address/location:
8. Phone number:
9. Number of years resident in the village/site: ☐ Less than a year ☐ More than a year ☐ Over two years
10. How much time do you think you will remain/stay in this community/site?
11. Occupation:
12. Marital status: ☐ Married ☐ Single ☐ Lives with a partner ☐ Widow ☐ Separated from partner
13. For how many years have you been together with your husband/partner?  
☐ 0 to 3 years ☐ 3 to 6 years ☐ 7 to 10 years ☐ Over 10 years
14. Level of education completed: ☐ Primary ☐ Secondary ☐ Superior
15. Do you have children? ☐ Yes ☐ No If yes, how many?
16. What language do you speak at home?  
☐ English ☐ French ☐ Spanish ☐ Arabic ☐  ☐
- 17a. Name of your first child age
- 17b. Name of your second child age
- 17c. Name of your third child age
- 17d. Name of your fourth child age
- 17e. Name of your fifth child age
18. Why do you want to participate in the Safe at Home program?
19. Are you available 2 to 3 hours per week to participate in discussion groups and once a month to participate in a family activity? ☐ Yes ☐ No
20. What role do parents play in preventing violence against children?

.....  
Signature of the participant:

.....  
Signature of program staff:

Every potential program participant should receive an overview of the Safe at Home program and enrollment criteria prior to completing the interview.

# RECRUITMENT FORM FOR MALE PARTICIPANTS

1. Date of the interview:
2. Name of the staff completing the interview:
3. Name of the village/site:
4. Name of the candidate (record the complete name):
5. Name of the candidate's wife/partner (record the complete name) :
6. Age of the candidate:
7. Address/location:
8. Phone number:
9. Number of years resident in the village/site: ☐ Less than a year ☐ More than a year ☐ Over two years
10. How much time do you think you will remain/stay in this community/site?
11. Occupation:
12. Marital status: ☐ Married ☐ Single ☐ Lives with a partner ☐ Widower ☐ Separated from partner
13. For how many years have you been together with your husband/partner?  
☐ 0 to 3 years ☐ 3 to 6 years ☐ 7 to 10 years ☐ Over 10 years
14. Level of education completed: ☐ Primary ☐ Secondary ☐ Superior
15. Do you have children? ☐ Yes ☐ No If yes, how many?
16. What language do you speak at home?  
☐ English ☐ French ☐ Spanish ☐ Arabic ☐  ☐
- 17a. Name of your first child age
- 17b. Name of your second child age
- 17c. Name of your third child age
- 17d. Name of your fourth child age
- 17e. Name of your fifth child age
18. Why do you want to participate in the Safe at Home program?
19. Are you available 2 to 3 hours per week to participate in discussion groups and once a month to participate in a family activity? ☐ Yes ☐ No
20. What role do parents play in preventing violence against children?
21. What role do men play in preventing violence against their wives?
22. Are you ready to adopt new behaviors to improve the lives of women and children within the home and in the community? ☐ Yes ☐ No
23. Can you commit to non-violence, starting from today and during the duration of the group discussions?  
 Do you understand that if you choose to use violence within your home, you will be asked to leave the discussion group? ☐ Yes ☐ No

Signature of the participant: .....

Signature of program staff .....