

SAFE_{AT} HOME

MODULE 2: WOMEN AND CHILDREN SAFE AT HOME



Part 2: My Facilitation Guide

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MODULE 2

WOMEN AND CHILDREN SAFE AT HOME

Part 2: My Facilitation Guide

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1. Introduction

Welcome to the Safe at Home Foundations Curriculum! If you will be facilitating Safe at Home with members of your community, then this document is for you. We are so excited you have decided to join the Safe at Home community and wish you well on your facilitation journey.

So, what's this document about? The goal of this document is to summarize the "what," the "why," and the "how" of Safe at Home facilitation. The "who," the "when," and the "where" will be covered in discussions with your Safe at Home team. This document serves as a read-out of skills you will learn during the Safe at Home training so that you may refer back to them throughout facilitation in your community.

Let's clarify some points from the beginning! First, facilitating Safe at Home is never easy, as the topics go straight to the heart, but it will be an incredible learning process for you and the group(s) you lead. Second, you are not alone! You will have a co-facilitator to collaborate with and a team to support you. You don't always have to have all the answers; it's more important that you ask the questions. Finally, have fun with it. If the facilitation isn't enjoyable to you, then it probably won't be for the participants either.

2. My Glossary

Here are the key terms you will need to know and understand as you implement Safe at Home.¹

Accountability: An active process of identifying and challenging harmful norms in order to bring about social change.

Ally: A person who cares about the fair treatment of others and who practices accountability to help end discrimination and violence. An ally is a member of a dominant social group who recognizes his own power and privilege and is committed to creating an equitable world. An ally actively works to make women feel safe and meet their full potential.

Beliefs: Ideas that are accepted as true. They may or may not be supported by facts. Beliefs may stem from or be influenced by religion, education, culture, and/or personal experience.

Confidentiality: Keeping information related to discussions private, and agreeing only to share information about a client or program participant with their permission. Maintaining confidentiality means program staff never discuss case details with family or friends, or with colleagues whose knowledge of the information is not necessary. The exception to maintaining confidentiality is only in the case of a disclosure of harm to oneself or to others.

Empathy: The ability for one person to perceive the emotions, needs, and desires of another person. It is the ability of one person to walk in the shoes of another person and feel what that is like.²

Gender: Widely shared ideas and expectations that define women and men. Such ideas include stereotypical feminine/female and masculine/male characteristics and abilities, and commonly shared expectations that guide the behavior of women and men. Gender is not defined by biological differences and is different than sex.

Power: The ability to do something or act in a particular way in the world, and/or to control or influence other people and/or resources.

Patriarchy: A social system where the male is the primary authority figure and holds a central role in the home and community.

Sex: The difference in biological characteristics between males and females, determined by a person's genes. Sex is not the same as gender.

Violence: The use of force or power to harm and/or control someone or to enforce/impose one's own preferences, decisions, or wants on others. Violence can manifest in physical, emotional, verbal, sexual, or economic ways and includes both actual and threatened violence.

Violence Against Children: All forms of violence against people under 18 years old, whether perpetrated by parents or other caregivers, peers, romantic partners, or strangers.³ Violence against children usually involves one of six different types of interpersonal violence that occur at different stages in a child's development. The type of violence primarily referred to in Safe at Home is child maltreatment, which involves the use of harsh discipline such as physical punishment of a child, routine yelling, threats, and belittlement of the child.

Violence Against Women and Girls: The use of force or power to harm and/or control someone or to enforce/impose one's own preferences, decisions, or wants on others. Violence can manifest in physical, emotional, verbal, sexual, or economic ways and includes both actual and threatened violence.⁴

¹ Most of these terms are taken from IRC. (2013). *Engaging men in accountable practice*. <http://gbvresponders.org/prevention/emap-tools-resources>. Where definitions are not taken from this resource, they are otherwise noted.

² Families Make a Difference Curriculum. (2014). <https://inee.org/resources/families-make-difference-toolkit>

³ World Health Organization. Violence against Children Factsheet. <https://www.who.int/news-room/fact-sheets/detail/violence-against-children>

⁴ United Nations Declaration on the Elimination of Violence Against Women: <http://www.un.org/documents/ga/res/48/a48r104.htm>

3. Expectations of a Safe at Home Facilitator

1. You are on a learning and self-reflection journey

As a Safe at Home facilitator, you are expected to support others to reflect on topics that are important in our daily lives. It is important for you to pause and consider if you practice the Safe at Home values and skills, and how you can continue to improve. It's okay to be honest about this. The best facilitators know that they too get it wrong sometimes, and that's okay. Remember, true leaders are those that lead by example and acknowledge their mistakes!

2. You are non-violent

Safe at Home is about preventing violence within the family. Safe at Home facilitators need to be able to "walk their talk." If you are using violence at home, while facilitating Safe at Home discussion groups you will (a) be a less effective facilitator because you will not have had an experience of learning, growing, and self-reflection, and (b) you will not be respected by your group, who may know that you profess a set of values that are not in alignment with your actions.

3. You do not teach or preach

Many of us grow up in educational environments where there is a teacher and their students. Teachers are expected to be the knowledge-holders and students are expected to know nothing or very little. Teachers focus on transferring knowledge; they are in control of the process and form of knowledge transfer at all times. The outcome is information acquisition. Similarly, we may think of preaching as a process where a person delivers a message to an assembled group. Preaching is almost always a one-way communication. By contrast, Safe at Home facilitators are resource persons who have started a learning and self-reflection journey themselves. Safe at Home facilitators seek dialogue and acknowledge the expertise of the participants in the room.

4. You are organized and prepared

You understand the content of the Safe at Home curriculum deeply. You assure you have planned out the session with your co-facilitator and have reviewed all the materials in advance. You have all the needed materials ready, such as flip charts, markers, stickers, etc. You don't read from the curriculum with your group or give the impression you don't know what's next. If you're interested and prepared for the content, participants are more likely to engage.

5. You create a safe and positive environment based on respect, mutual understanding, and non-discrimination

You assure your participants are comfortable in the environment you've set up and can exchange with and learn from each other in a way that is affirming to all individuals in the space.

6. You challenge prejudice and other forms of harm

You understand that creating a safe and positive environment does not mean you don't challenge prejudice or harm. Safe at Home topics are at the center of our daily lives; they are not easy topics. Many of the subjects discussed in the curriculum provoke deep thought about who we are and force us to grapple with beliefs and attitudes that we had thought of as truths. During these sessions, people may share ideas that are based on prejudice or that are harmful. When this comes up, it is up to the facilitator to challenge them if others in the room do not. Challenging harmful attitudes does not mean you are being disrespectful; it means you are pushing others to reflect deeper, and that is the most essential aspect of your work as a facilitator.

7. You provide feedback on what works and what doesn't work

As part of your commitment as a Safe at Home facilitator, you agree to support the full implementation process. What this looks like will vary based upon your context. In all cases you will be expected to facilitate discussion groups, provide feedback on how each session went using a dedicated feedback form, and participate in supportive supervision. In some places, you may also be asked to support recruitment of participants or learning about participants changes in knowledge, attitudes, and behaviors.

8. You make safe and effective referrals

Some cases may arise where a woman or child needs a referral to violence response services. If you are implementing Safe at Home, these services should be available in your community. During the training you will learn how to make a referral in a safe way. It's important to keep in mind that supporting survivors and children who have experienced maltreatment is the job of trained service providers; you are not expected to be involved in any cases, nor would it be safe for you to do so.

4. Key Skills of a Safe at Home Facilitator

Active listening

Active listening involves listening attentively for meaning, observing both the spoken and unspoken including body language, feelings, and emotions behind words. To listen actively, you should be engaged and in the moment with the person speaking. You may make eye contact with the person, nod your head, or give verbal cues to show you are paying attention.

Valuing the experience of others

Valuing the experience of others means that you recognize participants as experts on their own lives. You acknowledge and value their experience, while still holding space to challenge harmful attitudes.

Finding balance between creating space to explore new ideas and keeping discussions on track

If new ideas come out that the group seems particularly interested to talk through, make space to explore these ideas. However, try to balance making space with keeping track of time and progress against the session objective. This can sometimes be a delicate balance that is learned through time. As you explore new ideas, make sure the conversation doesn't get derailed from the goal completely. If it is going in a radically different direction, you may consider putting the subject on a flip chart or white board to come back to.

Encouraging group discussion and equal participation

Ask participants their opinions, but do not force them to share. Try to find ways to engage people if they don't like to share in plenary. Consider, for example, situations where small group discussions might promote better discussion or a role play or game may get people who are quieter more involved. If you notice that a couple of individuals are repeatedly speaking or monopolizing the discussion, respectfully thank them for their contributions and ask for other opinions. You may say something like, "I really appreciated your last comment about [insert topic], but let's see what others have to say."

Being humble

You are not expected to have all the answers. It is okay when you don't know something. You can simply tell the participants you don't have an answer for them and that you will get back to them. Then after the session, talk to your Safe at Home team, make sure you find the answer to the question, and give a response to your group during the next session.

Reading the room

Reading the room means constantly scanning for how participants are feeling, and if they understand the content. For example, if you sense that participants are getting tired, you can suggest an energizer. If you feel that emotions are flaring up as people express diverging opinions, propose a break. If you feel that participants are bored with the content or that it is repetitive, shorten it or move on. If you feel participants look perplexed and might not understand the discussion or idea being shared, ask questions about it. For example, "Can someone share one or two key ideas from what we just discussed?" or simply, "Would you like me to repeat this?"

Encouraging respect and mutual understanding

People can disagree with each other without disrespecting each other. Disrespect happens when we don't treat others' opinions as valuable to us and when we don't treat others as equals. As human beings, participants bring a diverse set of lived experiences to the conversation, and it's important to recognize how these experiences shape what they say and how they act. Facilitators should always encourage participants to treat others with empathy and understanding, knowing that they do not know everything about the person in front of them.

Non-discrimination

Discrimination happens when we treat people differently than others based on some factor they cannot control, such as their age, their ethnicity, their gender, the languages they speak, their disability status, and so on. Under no circumstances should facilitators discriminate against any person in the room.

Building on ideas and commentary of participants

Try to make linkages between what someone said prior and the discussion underway. You should also make linkages between past topics and the current one. For example, "Do you remember when we discussed in Session 6 about [insert topic]? If we are able to practice that skill, it can help with today's topic."

Assuring confidentiality

Do not share any information discussed in the Safe at Home sessions with anyone else in a way that exposes individual's identities. The only exception to this may be where a participant has expressed plans to hurt themselves or others.

Challenging prejudice or other forms of harm

Participants may have attitudes that are prejudicial, especially to women and/or children. As a facilitator dedicated to Safe at Home values, it is essential that prejudice and other harms are challenged. As mentioned above, this does not mean treating people with disrespect. One of the greatest skills a facilitator can have is challenging harm without making a person feel bad or shut out of a conversation. This is not an easy task. When a harmful attitude is expressed, you can call on others to share what they think to find an alternative opinion. You may also consider probing further to get to the root of the statement with questions like, "Can you share more about that?" or "I'm curious to understand what makes you say that." You may also try to explore the consequences of a prejudicial attitude. For example, if someone says, "Girls should get married early to be protected," you might say, "What do you think might be some other consequences of marrying early?"

Having fun!

If you aren't interested in or excited about what is being discussed, participants will be able to sense that. Add your own flare or twist to assure you and participants are having fun. Safe at Home topics aren't easy, but making sure the space stays exciting and engaging will assure that people come back to the next session!

5. Environment

CREATING A SAFE ENVIRONMENT

You should take the below actions to assure the environment is safe for participants.

- 1. Assure the physical meeting space is appropriate:** This means that the space is sheltered from the elements, there is not too much traffic nearby, and it is calm and quiet (if possible). You should also consider if the physical meeting space is accessible to diverse participants, for example, wheelchair users or people with difficulty hearing. Where possible, try to choose a space in light of your participant group and their unique needs. Ideally, you should ask participants for suggestions on where they would like to meet and how to make the environment safe.
- 2. Respect all ideas:** Create a feeling of respect and trust in the space, where people are comfortable sharing ideas. You can do this by role modelling how to value people's opinions while still challenging harm. Being humble, kind, and open will encourage trust and respect amongst participants.
- 3. Support participants to establish Group Agreements:** Group Agreements are useful tools for a facilitator to bring the discussion back to the topic and to manage the different points of view.
- 4. Put an emphasis on confidentiality:** Explain to participants that what is to be discussed during the Safe at Home program should be considered confidential and not shared outside the group. You may wish to ask participants to take a confidentiality pledge, if useful.
- 5. Sharing is a choice:** Utilize different strategies to support people to engage and share their points of view. However, do not force others to speak. Not everyone is comfortable speaking in public, or another group.
- 6. Discuss available services:** Know the gender based violence and child protection services available in your community, and how to make a referral.
- 7. Understand your own prejudices:** Every person has a set of beliefs and ways of looking at the world, and the first step to transforming is acknowledging these and thinking about how they influence you. Help participants to understand their prejudices, and recognize your own.

CREATING A POSITIVE ENVIRONMENT

You should take the below actions to assure the environment is positive for participants.

1. **Plan for breaks:** Participants cannot focus for long periods of time, especially if they are uncomfortable or pre-occupied. Breaks allow participants to focus and reflect.
2. **Start with the most important information:** Participants will better remember information shared at the beginning and end of events, and less about what happens in-between. Start with the most important information and summarize it at the end.
3. **Plan for icebreakers:** Give participants an opportunity to refresh and have fun during the sessions with short, dynamic activities such as song or dance.
4. **Surprise your participants:** Participants remember things better when they are funny, original, or unexpected. Use fun techniques to engage participants such as humor, dancing, singing, poetry, and so on.

CREATING A LEARNING ENVIRONMENT

1. **Establish links:** Participants remember things better when the link is made between theory and practice. For example, if you are speaking about what gender roles are, give examples of these in the community.
2. **Repeat information:** Repetition leads to memorization. Come back to the important information and remind participants of the essential points of the session throughout.
3. **Utilize key words and concepts:** Each activity has objectives and key learning points, focusing on these points will help to assure that your conversation continues in the right direction.
4. **Assure everyone can participate on an equal basis:** Some participants, and women in particular, may have caring responsibilities that either prevent them from participating on a regular basis or distract them from the discussion. Work with the Safe at Home team to see how childcare may be set up during the sessions to ensure everyone can participate equally.
5. **Consider the set-up of your space:** Once you know that your space is safe, consider how people are utilizing the space. For example, can they sit in the circle facing each other to promote more dialogue? Are there cushions or mats available that would make the space more comfortable? Is there something you can do to make the space look inviting, such as putting art on the wall or collecting some flowers or leaves and placing them in the room? Is the room accessible to people with disabilities (see Inclusion Curricula Guidance)?

6. Key Facilitation Techniques

The Safe at Home Curriculum uses highly participatory techniques to engage participants in discussion and reflection. Many of the techniques mentioned below are built into the curriculum. However, if an activity is not advancing or seems confusing, you may consider adapting the content using a new technique such as the ones listed below.

- 📌 **Brainstorming:** Reflect together on an idea.
- 📌 **Group work:** Divide into small groups and work together on a question or problem.
- 📌 **Case studies:** Hear an example or a story.
- 📌 **Role play:** Act out a scenario.
- 📌 **Skills practice:** Practice doing something new.
- 📌 **Arts and culture:** You may wish to utilize traditional mediums such as singing and dancing, or storytelling, to convey meaning. For example, creating songs about the key messages or using proverbs that reinforce some of the key ideas.

DO'S AND DON'TS OF FACILITATION

Do's

- Create a safe space for participants; ask participants what a safe space means to them.
- Orient/guide the discussions to align with Safe at Home principles.
- Address how to assure confidentiality in the training space.
- Take extra time where key concepts may not be clear from the discussion.
- If possible, try to have all discussions in the local language/ mother tongue of the participants.
- Try to find a balance between assuring everyone participates and allowing people to feel comfortable to absorb information in whatever way works best for them.
- Share with your co-facilitator when you have struggled to facilitate a concept/idea and discuss together why that may be.
- Share back with organization staff any changes you feel should be made to the Safe at Home approach in your context.
- Be open, curious, and excited!

Don'ts

- Don't allow training conversations/ reflections to slide into a cultural relativity debate, for example, "This is our culture." The Safe at Home program is not calling into question the culture of the participants, rather helping them to identify hurtful practices that exist across all societies and how we can change them.
- Don't always call on the same people to give responses to questions.
- Don't rush through content for the sake of time.
- Don't be arrogant, don't expect to always have the answers, and don't be bored! Exhibiting these behaviors will dampen participants' feelings of trust and respect.

7. Managing Resistance

As a Safe at Home facilitator, you are very likely to face some form of resistance to Safe at Home messages during your facilitation journey. Resistance reactions are ways – conscious and not – that individuals resist making changes in their lives for the well-being of women and children.

Don't worry! Resistance reactions are crucial moments in the Safe at Home journey because they represent an opportunity to engage deeply on a topic and create a "learning moment." Even participants who are not actively resisting will reflect upon the dialogue that is taking place in the space, and it is there that the real opportunity for transformation emerges! Resistance reactions might also help to bring the unspoken forward; maybe individuals had a similar idea in a past discussion but did not feel comfortable sharing, and this resistance space gives the opportunity for participants to revisit their prior questions.

Remember, all resistance reactions are learned by our society to reinforce existing norms – especially those related to power and patriarchy. When not challenged, they perpetuate the status quo and continue to put women and children at risk.

The resistance reactions that come up may happen at any time. It's important to remember that resistance reactions are not just behaviors that community members and group participants exhibit, but ones that WE all do as well. That is what we need to identify and manage. The resistance reaction you face may be slightly different depending on where you are in the curriculum. Below we lay out the common types of resistance reactions depending on the focus of the curriculum content.

COMMON RESISTANCE REACTIONS TO PREVENTING VIOLENCE AGAINST WOMEN AND GIRLS

🕒 **Denial:** Asserting that something is not true or not a problem. People who are in denial might say:

- "That is not an issue."
- "Violence is a normal part of any relationship – stop making an issue of it."
- "I do not know where she got the bruises on her face; she must have fallen."
- "There is no problem here – nothing happened."

🕒 **Minimizing:** Making something smaller or less serious than it is. People who minimize might say:

- "I don't know why women make this such a big deal."
- "I've been hit before – it's not that serious."
- "It was only a slap."
- Jokes about violence against women and girls

🕒 **Justification:** Stating that something is right or reasonable. People who justify might say:

- "The Bible requires women to serve men; this is natural."
- "Women need to learn to stay in line and listen to their husbands."

- ➡ **Victim Blaming:** Stating or implying that the victim is at fault for the violence that she experienced. People who victim blame might say:
 - “Well, if she had listened to her husband, this wouldn’t have happened.”
 - “She asked for it by [behavior].”
 - “She provoked me; I had no choice.”
- ➡ **Comparing Victimhood:** Changing the focus of the discussion/situation by stating that another group also experiences the same problem. People who compare victimhood might say:
 - “Men experience violence, too.”
 - “Both men and women are victims of violence – Why is it always about women?”
 - “Women can be abusive to men, too.”
- ➡ **Remaining Silent:** Choosing to keep quiet or not speak up in the face of an injustice or problematic act. People who choose to remain silent will:
 - Not speak up when violence/disrespect occurs.
 - Ignore something or pretend they didn’t notice.
- ➡ **Reinforcing Norms:** Engaging in behaviors that support power inequality and harmful beliefs and attitudes. This might look like:
 - Taking control of women’s work in the community around VAWG.
 - Perpetuating violence/discrimination.
- ➡ **Colluding:** Men supporting harmful beliefs and attitudes of other men. This might look like:
 - Agreeing with any of the above responses – by verbal expression or silence.
 - Believing or supporting excuses and justifications for violence.
 - Laughing at harmful attitudes and beliefs that other men express.

COMMON RESISTANCE REACTIONS TO ENACTING NEW PARENTING BEHAVIORS

- ➡ **Belief harsh discipline is not harmful:** Parents may not understand or minimize the impact of harsh discipline on children. Parents may say something like:
 - “My father beat me, and I turned out alright.”
 - “A slap every once in a while is not going to hurt them.”
 - “The child is mine; I can do anything I want with them.”
- ➡ **Loss of authority:** Parents may feel that if they enact new parenting behaviors they will not be respected by their children. Parents who are fearful of loss of authority may say something like:
 - “My kids will think I’m soft if I do that.”
 - “My kids won’t respect me.”
 - “My children will start challenging me.”

🕒 **Fear of judgement by others:** Parents may feel that if they enact new parenting behaviors they will be judged by community members. Fear of judgement may be especially strong within the family, where parents may fear their in-laws' reactions to new parenting techniques.

- "If I don't use harsh discipline with my children, I will be criticized by my in-laws."
- "If I don't use harsh discipline, I will be compared unfavorably to parents who do."
- "If my children make a mistake, the community will blame it on my parenting techniques."

🕒 **Not enough space or time:** Parents living in settings with constrained resources may emphasize that they don't have enough time to practice new behaviors or that there isn't the space to do so. Parents may say:

- "I can't find a place for my daughter to calm down because there is no space in our tent to do that."
- "I don't have enough time to practice this."

🕒 **Harsh discipline is the only effective tool:** Some parents may believe that harsh discipline is the only effective tool in their toolbox so that children will behave in alignment with parents' expectations. Or, they may feel harsh discipline is the only effective tool for a particular child, where they see the child as the problem rather than some other factor. Parents who fear that harsh discipline is the only effective tool may say something like:

- "If I don't hit my son, he will never stop his behavior."
- "Children don't often listen, you have to beat them to impart discipline."

PROCESS FOR MANAGING RESISTANCE

As a facilitator, there is a process that you can use to manage resistance. It is listed out below.

🕒 **STEP 1: Ask for clarification./Learn why they have that opinion.**

- Summarize back the statement or comment. Say, for example, "So, it sounds like you are saying...is that correct?"
- Ask for clarification. "Thank you for sharing your opinion with us. Can you tell us why you feel that way?"
- Identify to yourself which of the "Common Resistance Reactions" is being expressed by the harmful statement or action.

🕒 **STEP 2: Seek an alternative opinion./Involve others.**

- Send the question back to the group using an open method. For example: "What do the rest of you think of that phrase (or this attitude)?"
- **For VAWG content:** "To me that sentence sounds like victim-blaming. What do the rest of you think?"
- **For Parenting content:** "To me, that sounds like putting the responsibility of the action, in this case, harsh discipline, on the child. What do the rest of you think? Thinking about the child, how do you think it feels to experience harsh discipline from a parent? Does the child understand why they are being hit? Does hitting the child make them learn why they made a mistake?"

🕒 **STEP 3: If nobody offers an alternative opinion, provide one.**

- **For VAWG content:** “I know that a lot of people would never agree with that statement. Many of the men and women I know feel that the rapist is the only person to blame for a rape and that we all have a responsibility to respect other people’s right to say ‘no’ to sexual activity.”
- **or Parenting content:**
 - “We know that harsh discipline is a reaction of the parent to a child’s action. Why do you think the child is behaving this way?”
 - For this stage, it might also be helpful to acknowledge that parents can have stressful lives and at times it can feel like it is too much. “What is going through the parents mind when they are reacting this way (with harsh discipline) to the child?”
 - “As parents, how would we like our children to think of us? What are some of the things parents can do to be aware of their action to stop them reacting harshly to a child?”

🕒 **STEP 4: Connect back to Safe at Home core principles/concepts.**

- Remember that these views and harmful beliefs are the reason that the Safe at Home intervention exists! When a harmful comment is expressed, use it as an opportunity to reinforce the key concepts within Safe at Home. For example:
 - “How do you think this idea came about? Who taught us these ideas?”
 - “How does this idea relate to what we are taught about being a man and what we have been taught about women?” or “How does this relate to what we have been taught about being a parent?”
 - “How does this idea reinforce power and privilege of men?” or “How does this undermine the voice of children?”
 - “Are these ideas harmful to the safety of women and girls?” or “Are these ideas harmful to the safety of children in the home? How can these ideas influence/teach children (or what do children learn) about how to react when someone doesn’t act as expected? What emotions do we bring out in the child when we practice harsh discipline?”
 - “We have learned that children mirror our behavior as parents. They see what we do and absorb it; they don’t only absorb what we say. We have also learned that children seek our attention in various ways, and at times it might be in a way that annoys us; what happens when their behavior is to seek our time and attention and we respond with harsh discipline?”

🕒 **STEP 5: Offer facts that support a different point of view and emphasize a helpful perspective.**

- Sometimes there are laws related to VAWG/domestic violence that can support a position, but those laws may not be recognized within the country or community. If you are going to reference a law, please ensure it is recognized in the community.
 - “The law says that every person has right to say ‘no’ to sex, and the rapist is the only person to be blamed. I agree with this and as a man, I think it is important that we respect a woman’s choice to make her own decisions about sex. It does not matter what a woman wears or does; she has the right not to be raped.”
- Similarly, for corporal punishment, the law varies depending on the setting. In some countries it is prohibited in all settings, in some settings only at school, in others at home, etc., but the problem lies in the application of these laws or policies.
- Sometimes there may be other information available about why something is harmful. For example, you can point to the science around brain development to explain why harsh discipline for children is harmful.

ALLYSHIP AND ROLE MODELLING

An ally is a person who cares about the fair treatment of others and who practices accountability to help end discrimination and violence. An ally is a member of a dominant social group who recognizes his own power and privilege and is committed to creating an equitable world. An ally actively works to make women feel safe and meet their full potential.

A role model is a person who is regarded as an example to others because of the positive actions they take in support of women and children.

For male facilitators, here are ways you can be allies to the female Safe at Home facilitators:

- Give space to listen to the voice of your female counterparts. They might not be comfortable with sharing their opinions and ideas at first. This is likely because it is the first time a man has asked them to share in this way. Honor that experience. Be comfortable with silence and wait for their responses.
- Demonstrate patience and humility. Facilitating Safe at Home is about making life better for women and children, so it's important that you recognize that you don't have all the answers for how to do this.
- Listen to the female facilitators; treat them with dignity and respect. Lift them up and value them as your equal.

You will integrate the voices of women in the community into the facilitation of the men's curriculum. There is a structured process for doing this, but you can start now by listening to your female co-facilitator as she describes what feels good and what feels hard about being a woman in the community, changes women would like to see in the home, in their relationships, and in the community, and how men can collaborate with women to improve their safety.

While Safe at Home has a structured process for listening to women, it is also about listening to children. When we listen to children, we have the potential to reduce negative behaviors, improve communication, and increase trust between children and parents. Listening to children begins with the Family Sessions in the Safe at Home Curriculum. You may wish to try some of the recommendations from the Family Sessions out in your own home before facilitating these in the community. As a Safe at Home facilitator, it is important that you role model listening to your own children. When facilitating, share stories of how that worked and what you learned.

CLOSING AND THANK YOU!

You have reached the end of your Facilitator Guide. We hope this document has been a valuable resource for you. We want to thank you for all the time, energy, thought, and engagement you have put into or will put into Safe at Home. Safe at Home is nothing without the facilitator. You are at its core. Thank you for taking this journey with us!