

Domestic Violence

A training Manual
to raise awareness



Foreword

Domestic violence has had harmful impacts on the life and development of thousands of women in Cambodia. It has been treated as a family issue, not as a social public issue. Many cases have gone unreported. Many women accept it as a normal part of their life. Consequently, many victims do not want to reveal the details of their ordeal to outsiders and assistance for victims is inadequate as outsiders are reluctant to become involved. Many victims do not ask for assistance or prosecute offenders.

Cambodia is a hierarchically structured society where notions of power and status determine social relations. In this social order women are considered to be of lower status relative to men. Gender based violence is one manifestation of this low status. According to the Cambodian Demographic and Health Survey (2000) about one of every ten women in Cambodia lived in a marriage with a husband who displays a substantial degree of marital control. This control is exercised in different ways: through physical violence as well as through psychological violence, which occurs for example by exhibiting jealousy and anger if the wife speaks to other men, accusations of infidelity, limiting contact with friends and family and insisting on knowing her whereabouts all the time.

By drafting the Law on Prevention of Domestic Violence and Protection of the Victims the Ministry of Women's Affairs has taken a firm stand to eliminate gender based violence. Training and awareness raising is essential for the successful implementation of the Law on the Prevention of Domestic Violence and the Protection of the Victims.

The implementation of the law does not only require a sufficient legal framework, but also knowledge of rights and duties and an understanding of the social and psychological background of domestic violence. Awareness raising, additional training, follow up actions, supervision and professional experience about these rights and backgrounds are hence necessary to optimize the benefits of the new law and to improve the situation of victims of domestic violence significantly.

Domestic Violence is not only a legal but also a social problem. This manual, therefore, aims to train local authorities like commune councilors and village chiefs as well as department and district staff of Women's and Social Affairs. One purpose of the training manual is to help the participants to identify their own attitudes and value judgments.

The training sessions aim to promote discussion and to raise awareness on domestic violence so that professionals and communities are able to develop appropriate strategies to deal with perpetrators, assist victims and reduce domestic violence in their communities. The manual helps to raise awareness in local communities. It is not a counseling manual and not meant to be one. Counselors that deal directly with victims of violence need to attend special training courses to learn these skills.

The manual was produced by assessing national and international materials and adapting them to the Cambodian context. Sessions were piloted with Ministry of Women's Affairs staff, Provincial and District staff from diverse backgrounds.

I hope that this manual will strengthen the efforts of Civil Society and the Ministry of Women's Affairs to reduce violence against women and children in Cambodia. Only a joint effort can lead to change. I would like to thank the authors and the Ministry of Women's Affairs for their commitment to the work on the manual.

Susanne Müller, GTZ Promotion of Women's Rights

Acknowledgments

Domestic Violence, a Training Manual to Raise Awareness, is a joint publication of the Ministry of Women's Affairs of the Royal Government of Cambodia and the German Technical Cooperation Project Promotion of Women's Rights.

This manual has drawn on the work of training activities on domestic violence from Cambodia and around the world. Wherever possible, the source is given for each activity, unless the materials were provided by the authors. At times, existing Cambodian training materials on domestic violence awareness or related subjects were used and adapted, including those from the Project Against Domestic Violence (PADV), the Cambodian Defenders Project (CDP), Licado, Cambodian Women Crisis Center (CWCC), Gender and Development (GAD) and Social Services of Cambodia (SSC).

Many people have contributed to the development of this training manual. Thanks goes to the people within the Ministry of Women's Affairs, that helped develop the format and provided ideas and feedback on the contents of this manual, including Chhay Maridet, Pauk Saren, Prum Soben, Suy En, Sakhoeun Savady, Pen Kunthea, Leng Monipheap, Kong Bunnak, Prak Samith and Sam Monika, and the training team of Social Services of Cambodia. The GTZ Promotion of Women's Rights Project staff Thin Kouland, Annie Nut, Pich Ang, Yeauv Channa, Uch Sokhom and Sok Ty have joined in with discussions related to the contents of the sessions.

Mariolein Coren and Nhem Rasmei wrote the training sessions and prepared the handouts and worksheets. Christine Schmutzler prepared the layout and design of the manual. Susanne Müller provided the authors with continuous valuable advice and guidance. The manual was print edited by Gill Hector.

The authors would like to give special thanks to those trainers and participants who participated in the field testing of the sessions in Siem Reap, Svay Reing, Kampong Speu and Phnom Penh. Their suggestions and feedback, as well as enthusiasm and commitment to combating domestic violence, were invaluable to the development of this manual.

The authors dedicate the present publication to all women, men and children who are victims of abuse, in the hope that it will help to prevent future acts of violence.

Table of contents

How to use this manual	1
How to develop a training workshop	2
Section 1 Introduction	
Session Names and ground rules	1.1
Worksheet Names and ground rules	1.3
Session What do you want to learn?	1.5
Session I am...	1.7
Worksheet I am...	1.9
Session Getting to know each other better	1.11
Session Who are we?	1.13
Section 2 Understanding domestic violence	
Session Acts of domestic violence	2.1
Handout Acts of domestic violence	2.3
Session Exercise - Defining domestic violence	2.5
Worksheet Exercise - Defining domestic violence	2.7
Session Rating situations of violence, a personal judgement	2.13
Worksheet Rating situations of violence, a personal judgement	2.15
Session Beliefs and facts about domestic violence	2.17
Worksheet Beliefs and facts about domestic violence	2.19
Handout Beliefs and facts	2.23
Session Power and control	2.27
Worksheet Power and control case study	2.29
Handout Power and Control Wheel	2.31
Worksheet Power and control	2.33
Session Obstacles in changing an abusive relationship	2.37
Worksheet Obstacles in changing an abusive relationship	2.30
Handout Why is it so difficult to change the situation	2.43
Session Perpetrators strategies	2.47
Worksheet Perpetrators strategies	2.49
Handout Perpetrators strategies	2.51
Session Cycle of violence	2.53
Worksheet Cycle of violence	2.55
Handout Cycle of violence	2.57
Session When a woman says “No”	2.59
Handout Ideas on sexuality, marriage and rape	2.61

Section 3 Legal framework

Session Needs and rights	3.1
Worksheet Needs and rights	3.3
Session Legislation and domestic violence	3.5
Handout Selected human rights documents, UN declarations and Cambodian legislation	3.7
Session Exercise – Legislation related to violence	3.9
Worksheet Exercise – Legislation related to violence	3.11
Session A cambodian domestic violence law	3.15
Handout the Law on Prevention of Domestic Violence and Protection of the Victim	3.17

Section 4 Children and domestic violence

Session Effects of domestic violence on children	4.1
Handout The effects of domestic violence on children	4.3
Session Parenting skills – Prevention of violence within the family and community	4.5
Handout Parenting Skills	4.9
Worksheet Parenting skills – Prevention of violence within the family and community	4.11
Handout Ideas on disciplining children and prevention of violence within the family and community	4.13
Session Quiz – Ideas about children	4.15
Worksheet Quiz – Ideas about children – Do you agree or disagree?	4.17

Section 5 Help and assistance

Session How to help – How not to help	5.1
Worksheet Role plays “Can you help me”	5.3
Handout How to help – How not to help	5.21
Session Safety planning	5.23
Worksheet Safety planning – Case study	5.25
Handout Safety planning	5.27
Session Equality in relationships	5.29
Handout The Equality Wheel	5.31
Session Community action	5.33
Handout Ideas for community action	5.35
Session Tasks and responsibilities	5.37
Worksheet Tasks and responsibilities	5.39
Session Resources in the region	5.41

Handout Resources in the region 5.43

Section 6 Communication skills

Session Communication 6.1

Handout Communication basics 6.3

Session What did you see and hear? 6.5

Worksheet What did you see and hear? 6.7

Handout What we see and hear! 6.9

Session Can we talk? 6.11

Session Role play of good and bad interviews 6.13

Section 7 Energizers and games

Session Fruit salad 7.1

Session What do you see? 7.3

Worksheet What do you see? 7.5

Session Move to the spot 7.9

Session Statue stop 7.11

Session Relay 7.13

Session Streets and avenues 7.15

Session No laughing 7.17

Session The watch face 7.19

Section 8 Evaluation

Session Pre-post questionnaire 8.1

Worksheet Pre-post questionnaire 8.3

Session The mood meter 8.5

Session Individual responses 8.7

Worksheet Individual responses 8.9

How to use this manual

Welcome. Before you start using this manual, here are a few notes to help you find your way around it.

Why this manual was written

The purpose of this “Domestic Violence – A training manual to raise awareness” manual is to provide practical training sessions which will raise the awareness and understanding of professional groups who deal with domestic violence.

Who the manual is for

The manual has been developed for skilled trainers. Trainers using this manual should be skilled in participatory adult learning methods and able to facilitate group learning. Trainers are required to have an understanding of domestic violence, human rights and gender issues.

Target group for training

The target groups for most sessions are professionals who deal with domestic violence, especially provincial, district and commune officials including representatives of the Women’s Affairs departments, Social Affairs departments, police, local authorities and civil society groups. A number of sessions focus on specific issues, like children or victims of violence, and are more geared towards professionals who deal directly with victims of domestic violence. However, when time allows, these sessions are suitable to be conducted with all mentioned professional groups.

Worksheets and handouts

The worksheets and handouts are designed to be easy to photocopy. Worksheets are meant to be used during the workshop whilst doing an activity, individually or in groups. At times worksheets will need to be updated before the session with the most updated or relevant information for your target group. Be sure to check how many copies you will need during the activity and if anything needs updating before the workshop is held!

We have tried to keep the explanatory notes during the sessions short, and have put a lot of information into the handouts, so that the participants will be able to take this information home with them. Because of this, handouts are at times rather long, but you can adapt them as you need to. It is advised to photocopy more copies of handouts and worksheets than the number of participants at the workshop, since there will often be visitors attending part of the workshop who like to receive a copies.

Do not copy the session’s explanation for participants and do not provide a bound copy of all worksheets and handouts to the participants before the session, as this will jeopardize some of the activities.

How to develop a training workshop

It is tempting to pick out a number of sessions because they look attractive or familiar, or do too many sessions in a short period of time. Do not do it that way. Facilitators should prepare the workshop and define the aims and objectives of the workshop, identify the needs of the participants, define the available time and venue and only then choose the sessions and activities that meet the requirements. Remember, it is better to get all of the participants to have free discussions and take more time, than to rush through the sessions and try to cover as many topics as you can without the participants understanding the issues discussed.

Facilitators should prepare by reading through the entire manual, picking out those sessions that fit the target group of the training and the set objectives. Facilitators who are not sure about certain sessions or activities may want to do a trial run to test them. Each session lists the materials needed for that session. Read this and ensure that you have all that is required.

Take time to prepare the workshop. As a general rule you will need as much time for preparation beforehand, as the number of days that the workshop will take. When you are working with a team of facilitators, make sure that the task division before and during the workshop is clear and that trainers know well before hand what sessions they will be responsible for and what is expected of them. We advise you to assign one person during the workshop to be responsible for the administrative matters, so others can focus on the workshop sessions.

On the next pages are examples of a two and a five day workshop.

Example 1 – Two day workshop

Target group

Senior level departments' heads in charge of provincial departments of Women's Affairs, Social Affairs and who are not dealing directly with victims or perpetrators of violence or work at community level.

Aim and purpose

Gain general awareness on domestic violence and legislation in order to support their staff working at their department, district or community level.

Available time and location

2 days, workshop is held in a conference room in Phnom Penh

Agenda for a two-day workshop sessions

Day 1

8:00 - 8:30	Opening ceremony – welcome and introduction of facilitators
8:30 - 8:45	Session – Names and ground rules setting
8:45 - 9:15	Session – What do you want to learn – sharing objectives
9:15 - 9:45	Session – Acts of domestic violence – brainstorming
9:45 - 10:00	Break (facilitators categorize)
10:00 - 10:30	Continue session – Acts of violence – grouping and discussion
10:30 - 12:00	Session – Exercise defining domestic violence
12:00 - 2:00	Lunch
2:00 - 2:15	Session – Fruit salad
2:15 - 2:30	Recap of morning session (categories plus definition) by participants
2:30 - 3:15	Session – Power and control – introduction case study and power and control wheel (skip the exercise because of time limitation)
3:15 - 3:30	Break
3:30 - 5:00	Session - Beliefs and facts on domestic violence (due to time restricting select only 4 beliefs to discuss)
Evening (only for trainers)	Adapt the schedule when necessary for the next day based on the experience during day 1

How to use this manual

Day 2

8:00 - 8:30	Recap of day before by participants. Discuss issues or questions left over from the day before.
8:30 - 9:15	Session – Needs and rights
9:15 - 9:45	Session – Legislation and domestic violence – plenary session and explanation of existing legal framework
9:45 - 10:00	Break
10:00 - 10:30	Continue session – Legislation and domestic violence – exercise in groups and plenary discussion
10:30 - 11:30	Session – The Cambodian (draft) domestic violence law – purpose and process
11:30 - 12:00	Session – Exercise defining domestic violence
12:00 - 2:00	Lunch
2:00 - 2:15	Energizer session - Relay
2:15 - 2:30	Recap of morning session
2:30 - 3:30	Session – How to help - How Not to help – Act 1 and Act 2 Plenary session How to Help Wheel and How Not to Help Wheel as handouts and limited discussion
3:30 - 3:45	Break
3:45 - 4:30	Session – Resources in the region
4:30 - 4:45	Session – Individual responses
4:45 - 5:00	Closing ceremony

Example 2 – Five day workshop

Target group

Civil servants from the provincial and district departments of Women’s Affairs and Commune Councilor’s Focal Point for Women and Children, coming from one province.

Aim and purpose

Gain deepened awareness and understanding on domestic violence. By the end of the training, participants need to be able to provide assistance to victims of domestic violence and conduct community awareness activities.

Available time and location

5 days, workshop is held in a meeting room at the provincial Women’s Affairs department in the target province.

Agenda for a five-day workshop sessions

Day 1 – Introduction & understanding domestic violence

8:00 - 8:30	Opening ceremony: welcome and introduction of facilitators
8:30 - 8:45	Pre-Questionnaire
8:45 - 9:30	Session – I am
9:30 - 10:00	Session – What do you want to learn?-Sharing objectives, setting the rules of the training sessions
10:00 - 10:15	Break
10:15 - 11:00	Session – Acts of violence – brainstorming, grouping and discussion
11:00 - 12:00	Session – Exercise defining domestic violence – group work
12:00 - 2:00	Lunch
2:00 - 2:30	Continue session – Exercise defining domestic violence – plenary discussion and feedback (categories plus definition)
2:30 - 3:15	Session – What do you see?
3:15 - 3:30	Break
3:30 - 4:50	Session – Rating situations of violence – a personal judgement
4:50 - 5:00	Session – mood meter –
Evening (only for trainers)	Adapt the schedule when necessary for the next day based on the experience during day 1

How to use this manual

Day 2 – Legal framework & power and control

8:00 - 8:30	Recap of day before - discuss possible left over issues of the day before
8:30 - 10:00	Session – Needs and rights –
10:00 - 10:15	Break
10:15 - 10:45	Session – Legislation and domestic violence –
10:45 - 12:00	Session – Exercise legislation and domestic violence –
12:00 - 2:00	Lunch
2:00 - 2:15	Session – Statue stop –
2:15 - 2:30	Recap of morning sessions - discuss possible left over issues of the morning
2:30 - 3:15	Session – Power and control – case study and explanation of the wheel
3:15 - 3:30	Break
3:30 - 4:30	Continue session – Power and control – group work with situation cards
4:30 - 4:50	Session – Equality in relationships
4:50 - 5:00	Session – mood meter –
Evening (only for trainers)	Adapt the schedule when necessary for the next day based on the experience during day 2

**Day 3 – Obstacles to change & strategies of perpetrators
Children and domestic violence**

8:00 - 8:30	Recap of day before - discuss possible left over issues of the day before
8:30 - 10:00	Session – Obstacles in changing an abusive relationship –
10:00 - 10:15	Break
10:15 - 11:00	Session – Perpetrators strategies –
11:00 - 12:00	Session – No laughing –
12:00 - 2:00	Lunch
2:00 - 2:15	Session – Relay –
2:15 - 2:30	Recap of morning sessions – discuss possible left over issues of the morning
2:30 - 3:15	Session – The effects of domestic violence on children –
3:15 - 3:30	Break
3:30 - 4:15	Session – Parenting skills – with the focus on disciplining children
4:15 - 4:40	Session – Quiz: ideas on children –
4:40 - 5:00	Session – Mood meter – and request participants to write down: what do you need? and expectations for the remaining two days
Evening (only for trainers)	Adapt when necessary the schedule for the next day based on the experience during day 3

How to use this manual

Day 4 – Help and assistance & Communication

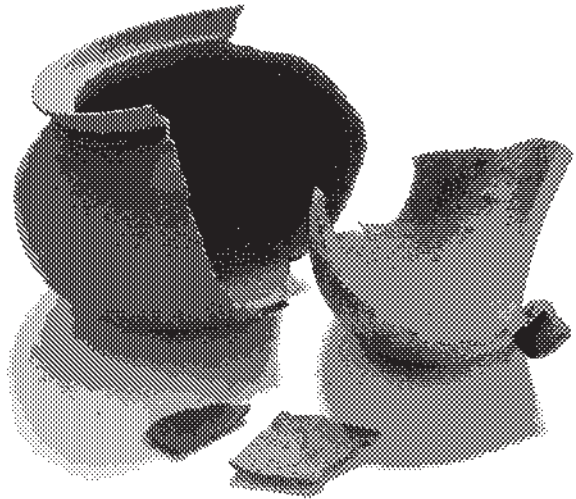
8:00 - 8:45	Recap of day before - discuss possible left over issues of the day before
8:45 - 10:00	Session – How to Help - How Not to Help – Act 1 and Act 2 plus discussion
10:00 - 10:15	Break
10:15 - 12:00	Continue session– How to Help - How Not to Help – explanation and group work with the How to Help Wheel and How Not to Help Wheel
12:00 - 2:00	Lunch
2:00 - 2:15	Session – The watch face –
2:15 - 2:45	Recap of morning session - discuss possible left over issues of the morning
2:45 - 3:15	Session – Can we talk? –
3:15 - 3:30	Break
3:30 - 4:30	Session – A role play of good and bad interviews –
4:30 - 4:50	Session – Quiz - Ideas on children –
4:50 - 5:00	Evaluation of day 4 – mood meter –
Evening optional program	Session – When a woman says No – For those participants that are interested to discuss
Evening (only for trainers)	Adapt when necessary the schedule for the next day based on the experience during day 4

Day 5 – Help and assistance & Communication

8:00 - 8:45	Recap of day before - discuss possible left over issues from the day before
8:45 - 10:00	Session – Safety planning –
10:00 - 10:15	Break
10:15 - 12:00	Session – Community action –
12:00 - 2:00	Lunch
2:00 - 2:15	Session – Streets and avenues –
2:15 - 2:30	Time for remaining questions and discussion
2:30 - 3:15	Post-Questionnaire
3:15 - 4:00	Session – Individual responses –
4:00 - 4:30	Closing ceremony

Section 1

Introduction



Names and ground rules setting

Objective

- To encourage participants to use each others names throughout the session.
- To let participants know the ground rules of the training session.

Suggested target group

Participants who do not know each other, group size 15 - 25.

Facilitator Note

This name card and rules setting activity can be used for any workshop. However, the participants need to sit behind a table during the duration of the training for the name cards to be of use.

Materials

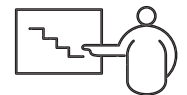
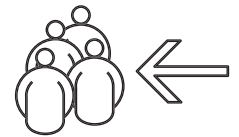
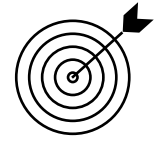
See worksheet with example of a name card and rules, photo copy this onto strong paper for each participant, marker pen.

Time

10 - 15 minutes.

Process Instructions

1. Hand out the name card to each participant. Also give each participant a marker pen.
2. Ask the participant to fold the name card and write their name clearly on the front with a marker pen and place it on their desk, with their name facing the audience.
3. Then ask someone to read the ground rules that are on the back of the name card. With the participants, define the times when to start each morning, have a break, lunch time, start of afternoon session, afternoon break and finishing; and let participants write this on the back of the card.
4. Ask participants if they agree with the ground rules that are written on the back of the card and ask if there are any other rules to be set. Let participants note these down on the blank space on the name card.



Worksheet

Session
Names and ground rules
setting



Name:



**Here are a few ideas to ensure
the workshop success:**

- Participate in discussions – listen to others
- Try to relate your experiences
- Ask questions
- Stay on the subject

Starting time:; Break:

Lunch to; Break: Finish:

- Turn your mobile phone off or on silent!

Bend here

What do you want to learn? Sharing objectives

Objective

- To get to know the training expectations of the participants.
- To enable participants to be clear about the programme so that they do not have unrealistic expectations.

Suggested target group

Any group of participants from 6 to 30 participants.

Facilitator Note

Before the workshop, facilitators should define the objectives and a draft schedule. This should be prepared as a handout or on a flip chart. During this activity participants might request other issues to be included. The facilitator should determine whether possible adjustments to the schedule can be made and discuss this with the participants. Most likely this will depend on the objectives and available time frame.

Materials

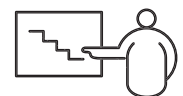
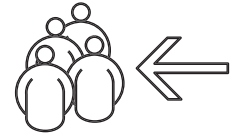
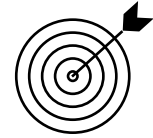
Blank cards, marker pens, white or pin board, tape or pins, flipchart and handout stating the objectives and schedule of the workshop; the handout should be prepared beforehand by the facilitator.

Time

30 minutes.

Process Instructions

- 1.** Ask each participant to write down on a card what s/he wants to learn from this workshop (10 minutes.).
- 2.** Collect all the cards and display them on a white or pin board – group similar answers together.
- 3.** Set aside those expectations that you were not planning to address during the training. Define if you can adapt the training to the needs expressed by the participants; look for opportunities during the workshop to adapt in order to answer some of the expressed needs; explain to participants which needs might not be covered by the workshop and refer to possible other opportunities to address the expressed needs.
- 4.** Note on a flipchart those issues that need to be addressed during the workshop, but are not yet included in the schedule. Stick this flipchart on a clearly visible place in the room.
- 5.** Now share the objectives and schedule of the workshop.



I am ...

Objective

- To get to know each other.
- To encourage group participation.

Suggested target group

Participants who have not met before and who will participate in training sessions for a number of days i.e. 4 to 5 days or more; group size 10 - 25.

Facilitator Note

Participants write down answers about themselves for other group members to see. This icebreaker can be used at the beginning of a workshop where participants do not know each other well.

Materials

A worksheet for each participant with “I am.....” written on top of it, a marker pen for each participant and tape or pins to attach the sheet to the front of each participant’s shirt.

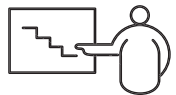
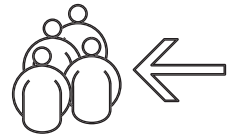
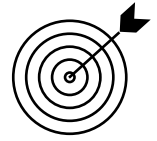
Time

30 – 40 minutes.

Process Instructions

1. Handout the “I Am...” worksheet and a marker pen to each participant.
2. Tell participants they have 10 minutes to write 10 responses to the question. Encourage participants to write their answers clearly, so that people can read it from a distance.
3. Participants are free to write what they want, but if the group has difficulty getting started, the facilitator might give a few possible answers, such as “I am the mother of three children”; “I’m in charge of the DV desk at the provincial department of Women’s Affairs”; “I am a lover of sour-soup”.
4. When the preparation time is finished tell the participants to attach their sheet to the front of their shirt or blouse and then walk around the room reading other participants’ sheets.
5. The participants are encouraged to talk to the people whose sheet appears to be interesting or ask questions they may have while reading the sheets.
6. After 10 – 15 minutes the facilitator will ask if there are any people in the room with similar responses, and also ask what people found most interesting or remarkable about each other.

Source: Adapted from G. Kroenhert, “100 training Games”, 1992.





Worksheet

Session

I am...

Instruction: Please answer the questions below ten times, you are free to answer the way you like!

I am

I am

I am

I am

I am

I am

I am

I am

I am

I am

I am

Getting to know each other better

Objective

- To let participants reacquaint with each other.
- To get to know each other on a more personal level.
- To get everybody actively involved in a humorous manner.

Suggested target group

Participants who have met before and who will participate in this workshop for a number of days i.e. 4 days or more; group size 10 – 20; if the group is larger, the group needs to be broken up into smaller sub-groups.

Facilitator Note

This activity can be a welcome change to the usual introduction exercises, adding the aspects of drawings and a more personal touch to the workshop.

Materials

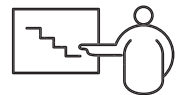
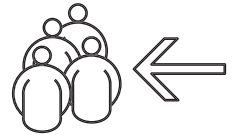
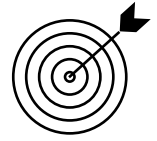
Blank cards - shaped as ovals, squares or table name card, see example, different colored markers or crayons used for drawing, a container or basket to put the drawings in; facilitator might want to bring an example of a “cartoon” namecard to show to participants as example.

Time

60 minutes.

Process Instructions

- 1.** Participants will pair up through a counting system (for example give participants a number 1 to 6, all the ones sit together, twos sit together etcetera).
- 2.** Ask each pair to try to learn something interesting about the other person: their personal life (family, hobbies, friends, leisure time, and other obligations), study/work life, what they like, what they do not like. They have 10 minutes.
- 3.** After 10 minutes, each person should try to make a drawing about the other person depicting something typical about that person. It can be a real drawing, it can be a cartoon – 10 min. No name should be written on the card at this time!!!! Do not show your drawing to your partner!!!
- 4.** All drawings will go in a container or basket; once this is done, one person will come forward and take out a drawing card from the basket and will describe the drawing to the other participants. The group will then have to guess from the drawing who is depicted in the picture. Everybody in the group may participate (except for the person who drew it!).



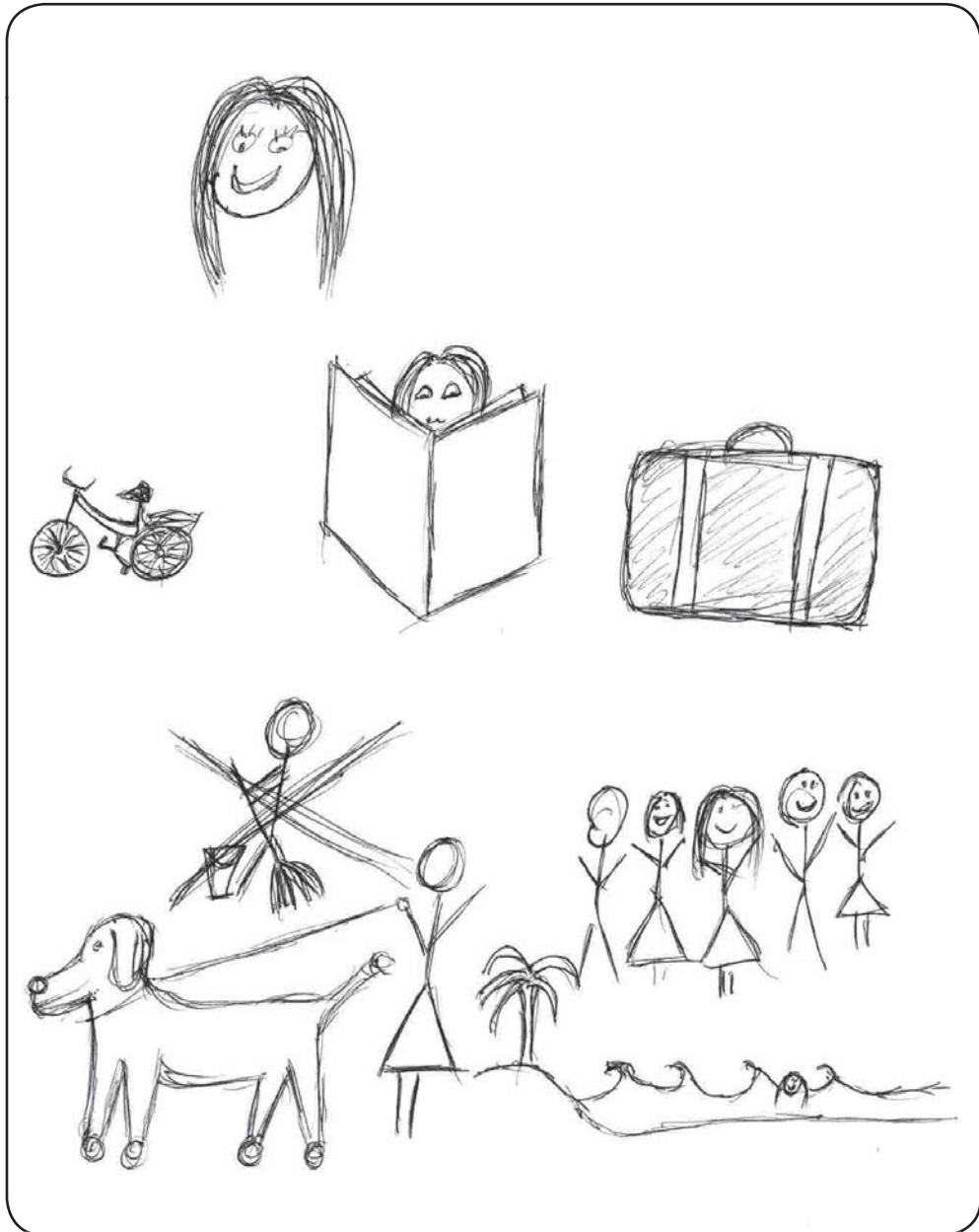
Section 1

Introduction

Session

**Getting to know
each other better**

5. Afterwards the cartoon cards can be glued on a big paper resulting in a decorative poster off all participants.



Who are we?

Objective

- To introduce participants to each other when there are many participants and time is limited.
- To involve participants in a physical activity at the beginning of a workshop session.

Suggested target group

A large group of participants (for example 30 – 100) during a short one – two day workshop.

Facilitator Note

Individual introductions often take too long in a large group, unless everyone is limited strictly to names and organisations. But even after this, few people remember details. This exercise gets everyone physically active early on, and most people find it interesting to know the mix of people present. There are usually a few laughs about those left out.

Circulate a sheet with names, organisations, addresses etcetera, with one person responsible for seeing that the sheet gets around the group, and have it typed up and distributed to all participants by the end of the session.

Materials

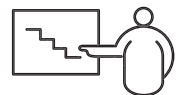
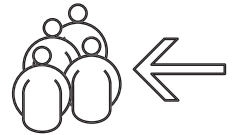
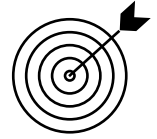
Prepare a list with five to eight questions that tell us who we are; adding a few questions related to the participants, but including one or two that are not necessarily related.

Time

5 minutes.

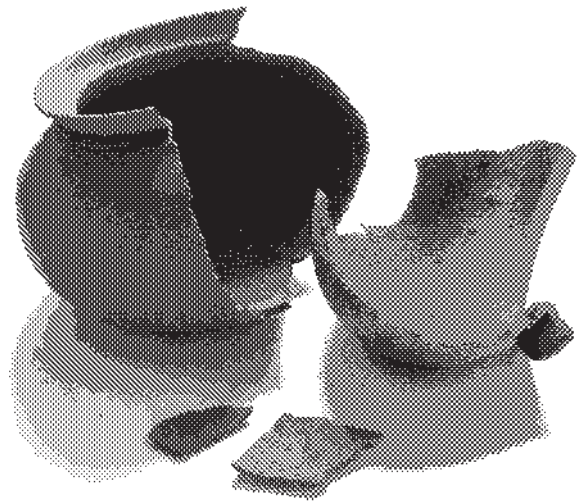
Process Instructions

1. Ask people to stand up in response to various questions that tell us “who are we?” Ask some questions that are job or topic related and ask a few personal questions. For example: who works directly with victims of domestic violence?; who works in the community?; who has children?; who is from this town or province?; who came with a taxi this morning?; who likes to sing karaoke? Make sure that the questions are appropriate to the participants’ background and can add some laughter. Do not ask questions that are too obvious. For example if you only have participants coming from the provincial Women’s Affairs department do not ask: “who is from the Women’s Affairs department?”
2. Ask participants to look around for others when they stand up; they may want to talk to those people that they have something in common with later.
3. Then ask “who has been left out?” This will usually add some laughter.
4. If not done already, circulate the sheet with names and start the programme.



Section 2

Understanding domestic violence



Acts of domestic violence

Objective

- To develop a common understanding about acts of violence within the household and a definition of domestic violence.
- To get participants acquainted with all forms of domestic violence.
- To get all participants involved.
- To promote discussion on what is regarded as an act of violence / domestic violence.

Suggested target group

All professional groups that deal with domestic violence, especially provincial, district and commune officials including representatives of Women’s Affairs Departments, Social Affairs Departments, police, local authorities and civil society groups. Maximum suggested number of participants 25, in case the group is larger it is suggested to let the participants work in pairs.

Facilitator Note

- This exercise is useful when starting a session on domestic violence, because it gives valuable input and understanding what people’s perception of domestic violence is.
- The goal of this exercise is to conduct brainstorming among the participants in which they list acts of violence which they see as belonging to “domestic violence”.
- The examples given should be grouped under – at least – the following categories: physical violence, sexual violence, emotional/ mental violence, (including verbal violence, threats and deprivation of freedom), and economic violence.
- This session can be easily adapted in case the focus of the workshop is violence against women instead of domestic violence.

Materials

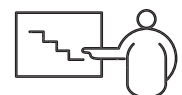
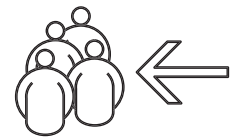
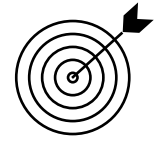
Small cards (for each participant a number of cards), marker pens, tape or pins and pin boards, handout “Acts of violence within the household and definition of domestic violence”.

Time

90 - 180 minutes (depending on the time taken for discussion).

Process Instructions

1. Ask the participants to write on a card different acts of domestic violence (note: preferably one act on each card). Time to do this: 10 – 15 minutes.
2. Let the participants stick their cards on the white board or pin board in front.



Section 2

Understanding
domestic violence

Session

Acts of domestic violence

3. The examples given should than be grouped in categories. Try letting participants come up with different categories or see if during the brainstorming categories of violence were mentioned. In the end it is suggested to have at least the following categories:

- a.** physical
- b.** sexual
- c.** emotional/mental (including verbal violence, threats and deprivation of freedom)
- d.** economic

4. Use the brainstorming cards with the examples of acts of violence and assign them to the categories mentioned above.

5. Discuss, when appropriate the examples given by the participants – see notes on discussion-

6. Be sure that all main categories of violence are discussed (see list above).

7. Make sure that participants understand that all types of domestic violence will cause emotional/ mental pain and that only some types of violence (physical and sexual) causes additional physical harm.

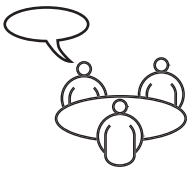
8. After this exercise the facilitator formulates or provides the definition of domestic violence as on the handout, including the different issues as discussed during the plenary session.

9. Facilitator writes the definition on a big sheet of paper.

10. At the end of this session give out the handout “Acts of violence within the household and definition of domestic violence”.

Discussion

- It is important to describe violence in concrete terms. For instance, if a participant talks about abuse, the trainer should then ask him/her to state which forms of violence s/he means and to give examples (such as: hitting in the face, kicking in the ribs, threats of physical harm, deprivation of liberty and so on).
- Discuss, during this session, behaviour or acts that could be disputed as violent acts i.e. drinking alcohol; verbal insult or patting or hitting someone on the back; having a regular need for sex; having a second wife; are these acts of violence? Why or why not?
- Try to let participants realize that domestic violence is often related to inequality in a couples relationship or it is a situation where one person tries to control the other person (power and control). For example: a man uses his status as head of the household in order to discipline his wife when he sees fit; a man hits his wife and not his boss when he is frustrated at work.
- The participants may come to realize that several forms of violence may be applied at the same time as well as that some acts of violence could be grouped under more than one classification.





Acts of domestic violence

In this handout acts of domestic violence are classified in four main categories, i.e. physical, sexual, psychological and economic. Some acts of violence will overlap with more than one category. All violence **always** causes psychological and emotional harm to the victim and possible witnesses.

Physical violence such as:

Hitting, pushing, kicking, hair pulling, battering with a stick/ bamboo, biting, pinching, shaking, injuring with a tool (sickle throwing, hacking with an axe, stabbing with a knife, injuring with a weapon (gun, grenade etc), suffocating with a cushion, pushing down stairs, strangling, burning, throwing/ spraying with acid, poisoning, deprivation of sleep, attempted murder, homicide.

Sexual violence such as:

Rape including marital rape, sexual abuses on children, forcing someone to have sex with another person, sexual harassment and sexual exposure, sexual abuse to degrade someone such as urinating on women or forcing a woman to have oral sex etcetera.

Psychological - mental violence including:

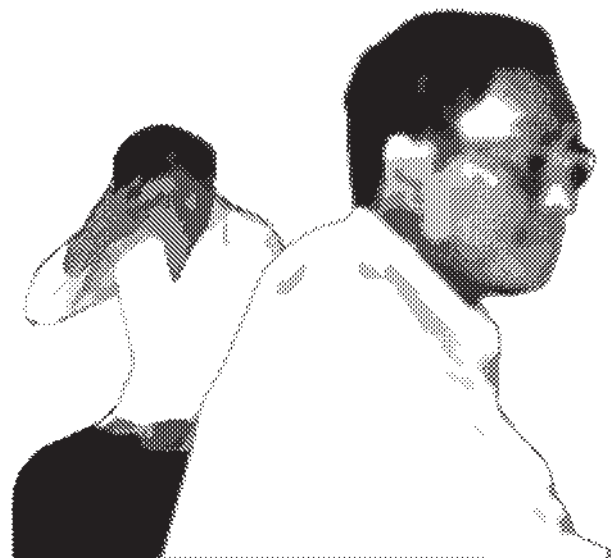
■ **Verbal violence such as:** Shouting, constant and prolonged criticizing and insulting a person, telling s/he is ugly and/ or worthless, jealousy, refusing to talk to the person, humiliating in front of the children and others, telling a person that s/he is mad and should be in a mental hospital .

■ **Threats such as:** Threatening with a weapon or tool that can be used as weapon, threatening to take the children away, threatening to sell the children, throwing her out of the house, threatening to commit suicide, threatening to abduct or abuse the children, mutilating her, beating her, ruining the property, preventing a job opportunity, threatening to sell her (trafficking); claiming rights because of dowry payment.

■ **Deprivation of freedom (isolation) such as:** Refusing to let her see family and friends, locking a person in, preventing a person to leave the household premises or to go to work or to go to study, following the person everywhere s/he goes, controlling all aspects of family decision making.

Economic violence such as:

Destroying valuable personal belongings or property for example breaking plates and glasses, setting fire to the house, refusing to give money, making the person beg for every Riel, forcing a person to sign a loan or take away property.





Handout

Session

Acts of domestic violence

Physical violence is obviously the most visible type of violence and can have serious consequences leading to injury and even death. However, sexual and psychological violence that affects a person's emotional well-being can be as devastating leading to live-long harm, suicide as well as homicide (in this case murder of the abuser).

Domestic violence can be defined as:

Domestic violence is referred to as physical, sexual, mental (including insults, threats and isolation) and economical violence or abuse carried out by one (or more) persons in order to control another person(s) living in that household.



Definition of a household:

A household consists of the following persons:

- Spouses (the persons who are legally married or unmarried but living with each other as husband and wife within one household)
- Dependent children (including own children, adopted children)
- Any person living under the same roof of the house (on the household premises) and who are dependent on the household including live-in family -elderly, uncles, aunts- and domestic servants.

Source: *WAVE and training sessions with the RSJP and MWA training*

Exercise - Defining domestic violence, perpetrator and victim

Objective

- To provide a practical exercise to internalise the gained knowledge from the session on acts of domestic violence.
- To discuss the idea of who is victim, who is perpetrator.

Suggested target group

Professional groups that deal with domestic violence especially provincial, district and commune officials, police and local authorities.

Facilitator Note

This exercise should help participants to put into practice the knowledge gained from the session on acts of domestic violence.

Materials

Situation cards, felt pens, big paper.

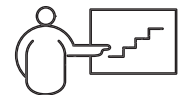
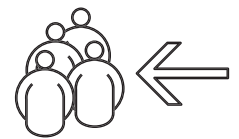
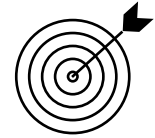
Time

60 minutes.

Process Instructions

Group work

1. Divide the participants into small groups 3- 5 people each. Distribute to each group one or two situation cards. Explain that each group must answer the following questions:
 - a. What are the acts of violence described here?
 - b. Could this be defined as domestic violence?
 - c. Who in this situation is the perpetrator?
 - d. Who in this situation is the victim?
 - e. Is this according to your opinion a situation in which you can intervene yes or no?
2. Small groups discuss for 15-20 minutes, and report their findings during a plenary session.
3. Facilitator probes participants with possible discussion questions – clarifying misinterpretations or incorrect interpretations.



Section 2

Understanding
domestic violence



Session

**Exercise - Defining domestic violence,
perpetrator and victim**

Discussion

- Can we notice “incidental” acts of violence or acts that seem to be part of a longer timeframe – power and control situation?
- Is there always one victim or perpetrator?
- What do we mean by intervention; do we call on the police; do we contact the village or commune leader; do we as neighbours, relatives or friends intervene when this type of act of violence takes place; do we show our disapproval afterwards?

1.

A man verbally abuses his wife everyday, calling her names like stupid dog

Please answer the following questions:

1. What are the acts of violence described here?
2. Could this be defined as domestic violence?
3. Who in this situation is the perpetrator?
4. Who in this situation is the victim?
5. Is this according to your opinion a situation that you can intervene yes/ no?

2.

A husband threatens to hit his wife if she refuses sexual contact

Please answer the following questions:

1. What are the acts of violence described here?
2. Could this be defined as domestic violence?
3. Who in this situation is the perpetrator?
4. Who in this situation is the victim?
5. Is this according to your opinion a situation that you can intervene yes/ no?



Worksheet

Session

Exercise - Defining domestic violence, perpetrator and victim

Worksheet

Session

Exercise - Defining domestic violence,
perpetrator and victim



3.

A woman throws acid into her husband's face after she found out he has a mistress

Please answer the following questions:

- 1.** What are the acts of violence described here?
- 2.** Could this be defined as domestic violence?
- 3.** Who in this situation is the perpetrator?
- 4.** Who in this situation is the victim?
- 5.** Is this according to your opinion a situation that you can intervene yes/ no?

4.

A young boy calls his younger sister a dog and pushes her out of the way

Please answer the following questions:

- 1.** What are the acts of violence described here?
- 2.** Could this be defined as domestic violence?
- 3.** Who in this situation is the perpetrator?
- 4.** Who in this situation is the victim?
- 5.** Is this according to your opinion a situation that you can intervene yes/ no?

5.

An 18 year old boy, threatens to burn his parent's house because they refuse to give him money so he can buy alcohol

Please answer the following questions:

1. What are the acts of violence described here?
2. Could this be defined as domestic violence?
3. Who in this situation is the perpetrator?
4. Who in this situation is the victim?
5. Is this according to your opinion a situation that you can intervene yes/ no?

6.

A man tells his wife she cannot leave the household premises during the day, because she looks at other men too often

Please answer the following questions:

1. What are the acts of violence described here?
2. Could this be defined as domestic violence?
3. Who in this situation is the perpetrator?
4. Who in this situation is the victim?
5. Is this according to your opinion a situation that you can intervene yes/ no?



Worksheet

Session

Exercise - Defining domestic violence, perpetrator and victim

Worksheet

Session

Exercise - Defining domestic violence,
perpetrator and victim



7.

A father maltreats his
whining dog and beats his
two children seriously

**Please answer
the following
questions:**

- 1.** What are the acts of violence described here?
- 2.** Could this be defined as domestic violence?
- 3.** Who in this situation is the perpetrator?
- 4.** Who in this situation is the victim?
- 5.** Is this according to your opinion a situation that you can intervene yes/ no?

8.

A man holds his wife over
the stairs and threatens to
push her down

**Please answer
the following
questions:**

- 1.** What are the acts of violence described here?
- 2.** Could this be defined as domestic violence?
- 3.** Who in this situation is the perpetrator?
- 4.** Who in this situation is the victim?
- 5.** Is this according to your opinion a situation that you can intervene yes/ no?

9.

A man hits his wife in the face with his fist because he doesn't like the food she has cooked

Please answer the following questions:

1. What are the acts of violence described here?
2. Could this be defined as domestic violence?
3. Who in this situation is the perpetrator?
4. Who in this situation is the victim?
5. Is this according to your opinion a situation that you can intervene yes/ no?

10.

An adult man assaults his elderly mother, ties her to a chair and gags her, because she does not want to give money to him

Please answer the following questions:

1. What are the acts of violence described here?
2. Could this be defined as domestic violence?
3. Who in this situation is the perpetrator?
4. Who in this situation is the victim?
5. Is this according to your opinion a situation that you can intervene yes/ no?



Worksheet

Session

Exercise - Defining domestic violence, perpetrator and victim

Worksheet

Session

Exercise - Defining domestic violence,
perpetrator and victim



11.

A man destroys plates and breaks a door after his wife does not give him money that she earned by selling cakes that day

Please answer the following questions:

- 1.** What are the acts of violence described here?
- 2.** Could this be defined as domestic violence?
- 3.** Who in this situation is the perpetrator?
- 4.** Who in this situation is the victim?
- 5.** Is this according to your opinion a situation that you can intervene yes/ no?

12.

A married woman sleeps with another man while her husband has a mistress

Please answer the following questions:

- 1.** What are the acts of violence described here?
- 2.** Could this be defined as domestic violence?
- 3.** Who in this situation is the perpetrator?
- 4.** Who in this situation is the victim?
- 5.** Is this according to your opinion a situation that you can intervene yes/ no?

Rating situations of violence, a personal judgement

Objective

- To understand various violent situations.
- To examine clichés and attitudes towards violence.
- To examine personal attitudes and perceptions about violence, victims and perpetrators.

Suggested target group

All professional groups that deal with domestic violence, especially provincial, district and commune officials including representatives of Women’s Affairs Departments, Social Affairs Departments, police, local authorities and civil society groups.

Facilitator Note

- It is important to stress that the aim of this exercise is to examine personal judgements and that it is important to recognize and accept the individual differences.
- Through this exercise some participants will become aware of the concealed norms and values they have absorbed. In social hierarchy all kinds of issues can play a role (age, sex, personal background).

Materials

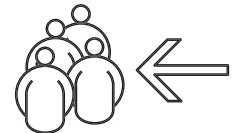
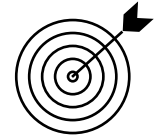
For each participant a copy of the worksheet rating situations of violence.

Time

60 minutes.

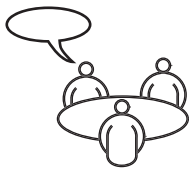
Process Instructions

- 1.** Present to each participant the worksheet that lists situations of violence. Ask participants to study these situations and try to rank the situations starting with the situation s/he feels is the most serious and ending with the one is the least serious. Number the most serious situation 1, the next one 2, etcetera. Take about 10 minutes to do this.
- 2.** Discuss your ranking in pairs or a small group (max. 5 - 6 people). Also discuss your reasons for this particular ranking. Take about 20 minutes.
- 3.** Discuss the findings in the whole group. Take about 30 minutes.



Section 2

Understanding
domestic violence



Session

**Rating situations of violence,
a personal judgement**

Discussion

- Participants might ask the trainer to list the “correct” order of gravity or to mention which situations are a criminal or a civil case. Inform the participants that this exercise can be partly objective when using the legislation and or international conventions. However, there is no such thing as an absolute ranking and that with every judgement, personal values are involved, based on people’s beliefs, culture, norms and values.
- As the rating one to eleven might be difficult – if not possible to make- you might want to end up with three groups of gravity i.e.
 - violent – but incidental / not severe/ not punishable
 - violent – possibly punishable
 - violent - very severe, punishable
- When training professional groups i.e. the legal or judiciary field it’s in addition important to stress issues that are directly related to human rights, constitutional rights, i.e. impartiality of the law enforcers.

Source: *Adapted from WAVE Training programme on violence against women, and practical training sessions with the RSJP and MWA training*

Related reference materials: *Cambodian legislation and International Conventions*



Worksheet

Session

Rating situations of violence,
a personal judgement

Situations of Violence	Your Rating	Group's Rating
1. An 18 year old boy assaults an older woman, ties her to a chair and gags her.		
2. A husband threatens to hit his wife if she refuses sexual contact.		
3. A man verbally abuses his wife every day, calling her names like stupid pig and bitch.		
4. A husband kicks his six-months pregnant wife in the belly.		
5. A father kicks his whining dog and beats his two children seriously.		
6. A man holds his wife over the stairs and threatens to push her down.		
7. A man throws acid in his wife's face after he has found out she has slept with another man.		
8. A man hits his wife in the face with his fists because he doesn't like the food she has cooked.		
9. A man locks his wife in a closet during the day because she looks at other men too often.		
10. A young boy calls a girl his age "bitch/cow" and pushes her out of the way.		
11. Five young men have violent sex with a prostitute.		

Beliefs and facts about domestic violence

Objective

- To demonstrate misunderstandings about domestic violence.
- Participants become aware of their own beliefs and how these might influence their attitudes towards victims and perpetrators of domestic violence.

Suggested target group

All professional groups that deal with domestic violence, especially provincial, district and commune officials including representatives of Women’s Affairs Departments, Social Affairs Departments, police, local authorities and civil society groups.

Facilitator Note

- One purpose of this session is to help participants identify their own attitudes, values and judgements and to reappraise these with the insights gained during this session. This insight is important because it will influence people’s own attitude towards victims and perpetrators of domestic violence.
- Facilitators need to be confident with the beliefs, different ideas and facts stated here when facilitating this session. Secondly, they need to be able to help the group think critically and become aware of their own attitudes towards these beliefs.
- The facilitator might want to select only a number of beliefs and facts listed here, depending on time available and target group to be trained.

Materials

Each group needs one or two worksheet belief cards with questions; felt pens, large paper to report, handout “Beliefs and facts” to be presented after the session.

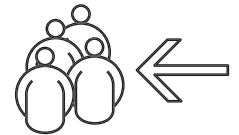
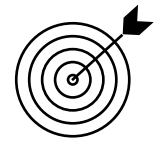
Time

60 – 120 minutes depending on how many groups there are and how much time is taken for discussion.

Process Instructions

Note this activity can be done in small groups or as plenary activity.

1. Divide the participants into small groups of 3 – 5 people each. Distribute to each group one belief card. Explain that each group must answer the following questions:
 - Is this statement true?
 - Why is it true or not true?



Section 2

Understanding
domestic violence

Session

Beliefs and facts about domestic violence

- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?

- 2.** Give each group approximately 20 minutes to answers these questions. The facilitator assists individual groups when necessary.
- 3.** Ask groups to report back to the group on their small group discussions.
- 4.** The facilitator listens attentively and probes for more (plenary) discussion taking into account the facts listed with each belief; or adds in case incorrect answers are given by the group or other participants.
- 5.** At the end of this activity the facilitator can ask the group if they can add any other common beliefs and facts that are existing in their community regarding domestic violence.
- 6.** After the session give all participants a copy of the handout “Beliefs and facts”

Or alternatively as a plenary session:

- 1.** Ask a volunteer to read a “belief” regarding domestic violence, which the whole group will discuss for 3 to 5 minutes. The participants review each of the “beliefs” in the light of the questions listed above.
- 2.** Then ask another volunteer to read the accompanying fact or additional ideas listed on the handout. The group then discusses and considers the above stated questions (The facilitator helps moderate this discussion without giving a lecture!).
- 3.** At the end of this activity the facilitator can ask the group if they can add any other common beliefs that are existing in their community regarding domestic violence.
- 4.** After the session give all participants a copy of the handout “Beliefs and facts”.

Source: *Adapted from UNIFEM Training materials “Local Action, Global Change, PADV training manual and practical training sessions with the RSJP and MWA training*



Belief 2

Domestic violence is an internal
–family– affair, not a social
problem

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?

Belief 1

Domestic quarrels, beatings and
fights are characteristics of the
lives of uneducated and poor
people, and/or members of lower
social classes.

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?



Belief 3

“Don’t bring the fire (problems)
out of the household”

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?

Belief 4

A man punishes his wife because
she gives him a reason to do so

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?



Belief 6

Violence in a family is not so serious – every couple has quarrels sometimes

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?

Belief 5

Men use violence when they are drunk and do not know what they are doing

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?



Belief 7

Children need their father
therefore women should not
divorce their husband

- Is this statement true?
- Why is it true or not true?
- Why do you think, people think like this?
- How does this belief affect your work or attitude towards victims of violence and perpetrators of violence?



Beliefs and facts

Belief 1

Domestic quarrels, beatings and fights are characteristics of the lives of uneducated and poor people, and/ or members of lower social classes.

Facts 1

- Domestic violence has no economic, ethnic or class distinctions. It happens everywhere in all social classes and groups.
- In Cambodia, poor people live on the streets or in smaller more open houses; therefore, when couples fight it is easier for the neighbourhood to notice it; and this might feed the common belief that only poor people have fights.
- Some statistical data will report a higher rate of domestic violence in lower classes. However, more educated or powerful people might be “more embarrassed” to report domestic violence (thinking they will lose face).
- Data from the Cambodian Demographic and Health Survey 2000 shows that almost one out of every four (23%) Cambodian women in the age range of 15 – 49 years of age, who have been married, has experienced physical violence by her partner or a close relative. The most common form of violence is violence by current or previous husbands. 75 % of those women reported violence by a husband.
- Data from the Cambodia National Youth Risk Behaviour Survey 2004 reports that a quarter of the respondents, youth ages 11 - 18 years old, said domestic violence occurred in their family during the previous 30 days.



Belief 2

Domestic violence is an internal – family – affair, not a social problem

Facts 2

- Violence against women and children incurs high costs for society. For example medical treatment, damage of property, loss of ability to work and earn an income, children unable to go to school and more.



Handout

Session

Beliefs and facts about domestic violence

- The existing Cambodian criminal laws do not exclude family members from punishment if they commit an act of violence. Therefore, local authorities and judiciary have a duty to intervene in case a violent act is committed.
- International human rights laws that Cambodia is signatory of and the Cambodian Constitution stipulate the right for all humans: men, women and children the right to life, personal freedom and security i.e. Cambodian Constitution states:
 - article 32: every person has the right to life, personal freedom and security
 - article 38: the law shall protect life, honour and dignity
 - article 48: protecting the rights of children.

Belief 3

“Don’t bring the fire (problems) out of the household.”

(Quote from the “Chbab Srei” an Khmer poem saying that a “good” woman will not tell other people about problems within her household. Moreover, it means that women should not tell other people to seek solutions for her problems and women should endure an unhappy marriage.)

Facts 3

- This traditional saying is emphasising the traditional beliefs that a women should be submissive to her husband and that domestic violence is an internal affair. However, by Cambodian Constitution (article 38 and 45) and Marriage and Family Law (article 29); husband and wife are equal in all aspects, there will be no discrimination and physical abuse. Therefore there is no reason that a wife should be submissive to her husband; neither that a husband needs to be submissive to his wife.
- Often victims of violence are reluctant to tell other people that they are abused because they are ashamed, for example: a woman might say she fell down the stairs and broke her arm; however, the true story is that she was beaten by her husband.
- Women should be encouraged to speak out, even about their private affairs, if they are hurt and harmed by their husband or other people in their household. As stated before, if a violent act is committed, women have the right to speak about this and request assistance. This right is granted to them by the Cambodian Constitution, as well as the United Nations Declaration on the Elimination of Violence Against Women (1993), which Cambodia is signatory of. Additionally, it is the duty of the authorities to support a victim of violence in any way they can instead of blaming her.





Belief 4

A man punishes his wife because she gives him a reason to do so.

Facts 4

- Notice that abusers will almost always try to find an excuse for their actions, no matter what their target does or does not do.
- Note that an abuser usually consciously chooses when to abuse his victim i.e. when the couple is alone, when there are no witnesses (if there is a witness, then usually a child). The abuser most often has the control over whom he abuses: not his friends, his boss, his colleagues, but his partner. He has control over how often and hard he hits her.
- This common idea illustrates that according to tradition the man is the head of the family and that the law is on his side, so that he can “educate” his partner (wife) or children even if this word means “punish”. If we accept this belief, then we accept the fact that a man has, in certain circumstances the right to use violence, especially when the woman provokes him. This traditional idea is against all International Conventions that Cambodia has signed, as well as the Cambodian Constitution and Marriage and Family Law, see facts 2 and 3.

Belief 5

Men use violence when they are drunk and do not know what they are doing

Facts 5

- Alcohol can lead to violence against women but it does not cause it, it is used as an excuse.
- Some men are violent only when they have been drinking, others only when they are sober.
- Note: Drinking wine is legal, but hitting or destroying property when drunk is always illegal.
- People often drink in order to forget their problems or release stress; however drinking regular large amounts of alcohol can lead to addiction and it will never solve problems. Moreover, it will create more problems!