



In Her Shoes

Handbook

for understanding and facilitating the toolkit



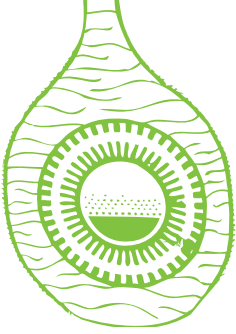
In Her Shoes, Sub-Saharan Africa Version

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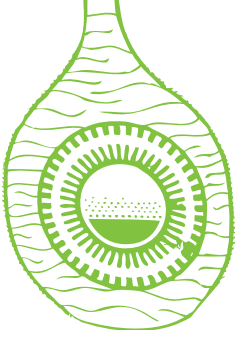
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What is In Her Shoes?

In Her Shoes is an interactive exercise designed to allow women and men the opportunity to walk “in the shoes” of women experiencing violence.

The objectives of In Her Shoes are to:

- Increase awareness of and empathy for the difficulties women who experience violence face when seeking support.
- Demonstrate that all women can become victims of violence no matter their circumstances.
- Encourage participants to actively think about what they can do in their personal and/or professional lives to help prevent violence against women.
- Begin a rights-based discussion and analysis of common perceptions about violence against women.

How does In Her Shoes work?

In Her Shoes includes 10 stories of real women who experience violence. Participants move through the stories in pairs as if they are walking “in the shoes” of the women experiencing violence, making choices along the way to seek help or support. This interactive exercise allows for participants to come face-to-face with some of the challenges and obstacles women experience. After the exercise, the facilitator will moderate a group discussion to further explore key themes, issues, and reactions of participants. The exercise concludes with a brainstorming session during which participants think about how they can take action to support women experiencing violence and how they can work to prevent violence against women.



Who can participate in In Her Shoes?

In Her Shoes is designed to reach a wide range of people, institutions, and organizations. It can be conducted with community members, police officers, teachers, community and religious leaders, college students, and health care and other service providers to help them better understand women's experiences with violence. Everyone can learn something from walking "in the shoes" of women experiencing violence. However, In Her Shoes is not recommended for women known to be experiencing violence as the exercise may provoke strong reactions.

Who can facilitate In Her Shoes?

Those best suited to facilitate the exercise are women and men who understand the dynamics of violence against women and have previous experience working on the issue and facilitating sensitive discussions on violence, women, and rights. (See pages 13-20 for detailed instructions and Facilitation Tips)

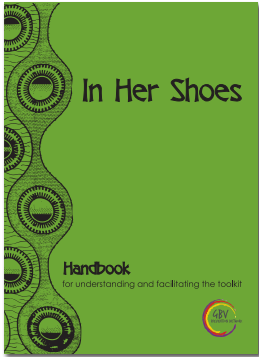
How do you use the interactive stories?

In Her Shoes is based on 10 story sets of women who experience violence. The first card in each set is an identity card which gives a short description of a woman whose story is just starting to unfold. Participants pair up to read about the woman whose shoes they will be stepping into and at the bottom of the card they are either given directions or a choice about where to go next. Participants go to one of 16 stations that correspond to different places the events in her story may take her, for example, medical care, her family, a place of worship. There s/he will find the next story card which will describe the outcome of her choice and once again give her directions or a choice on which way to walk next.

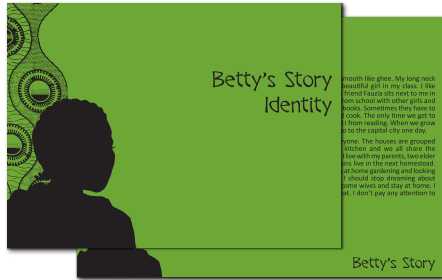
What does In Her Shoes contain?

The toolkit contains:

This handbook



10 story sets



16 station cards





What is violence against women*?

Violence against women is defined as “any act of verbal or physical force, coercion, or life-threatening deprivation, directed at an individual woman or girl that causes physical or psychological harm, humiliation, or arbitrary deprivation of liberty and that perpetuates female subordination¹.”

Types of violence against women

Violence against women is not only physical violence—like beating, slapping, or pushing. While this is one type, there are four different types of violence women face:

Physical: Physical violence is any act that harms the body of a girl or woman. Physical violence includes: beating, hitting, slapping, kicking, assault with a weapon, shoving, punching, choking, or killing.

Physical violence is the most obvious, but many women feel they need to hide their injuries because of shame or fear of judgment from others.

Sexual: Sexual violence is any act that limits a girl’s or a woman’s control over her body, her sexuality, or her reproductive health. Sexual violence includes:

Forced sex - being physically forced into having sex by a partner, acquaintance, or stranger; also called “rape”

Coerced sex - being pressured into having sex—emotionally, socially, or economically, for example, being pressured to have sex without protection or with the knowledge or fear of exposure to HIV

Sexual assault - unwanted sexual contact or attention

Transactional sex - being pressured into having sex outside an intimate relationship in exchange for money or material assistance

Sexual violence is a common yet often unacknowledged problem in our communities. Many women and men do not identify their experiences or acts as sexual violence.

*Text adapted with permission from *SASA! Activist Kit for Preventing Violence against Women and HIV (2009)*, Raising Voices, Kampala.

Emotional: Emotional violence is any act that involves psychological or verbal abuse and/or controlling behavior. Emotional violence includes: shouting, infidelity, humiliation, insults, threats, intimidation, isolation, controlling behavior.

Emotional violence can be just as hurtful as other forms of violence. Women experiencing physical, sexual, or economic violence also experience emotional violence.

Economic: Economic violence is any act that harms a girl's or woman's financial well-being or that uses money to control her. Economic violence includes: withholding money or food as punishment, preventing a woman from earning an income, taking away money or goods that belong to a woman or that she has earned, refusing her participation in financial decision-making, abandonment.

In our communities, women are often dependent on their husbands, fathers, or brothers for their basic needs. This dependence often traps women in violent relationships.

All four categories of violence against women are serious problems in our communities. All violence is harmful and a violation of fundamental human rights. All violence impacts girls' and women's lives negatively. It also harms boys and men; our families, friends, and neighbors; and the larger community.

Why does violence against women happen?

Violence against women happens as a result of an imbalance of power between women and men. In most communities we grow up being taught that men are more important and powerful than women and that they have a right and even a responsibility to discipline and control women.

When one adult controls the life and decisions of another adult it is unjust and unfair. In a relationship, when one person uses his/her power to control the other, it is violence. Throughout the world, men are given more power as individuals and as a group than women. Men's use of power over women and the community's silence about this is the root cause of violence against women.



Is violence against women a problem?

At least one in every three women around the world have been beaten, abused, or coerced into sex during their lifetime².

A multi-country study by the World Health Organization (WHO) in 2005 found that 49 percent of women in rural Ethiopia, 33 percent of women in urban Tanzania, and 31 percent of women in urban Namibia said they had experienced physical violence by an intimate partner at some point in their lifetime³.

A study in Tanzania revealed that the first sexual experience of 40.4 percent of women was forced and before the age of 15 years⁴.

In a national study in Swaziland that determined how often girls 13-24 years old experienced sexual violence, 48.2 percent of females (almost 1 in 2) reported that they had experienced some form of sexual violence in the previous 12 months⁵.

In South Africa, a woman is killed by her intimate partner every six hours. This is the highest rate that has ever been reported in research anywhere in the world⁶.

What are the consequences of violence against women?

Women and girls who experience violence may:

- Lack self-confidence
- Avoid participating in activities
- Stop visiting friends and family
- Have visible physical injuries
- Experience sadness and low self-esteem
- Have increased health problems, including being infected with STIs
- Experience anxiety and fear
- Be unable or afraid to make decisions about their health
- Be unhappy at home
- Be fearful of their partners
- Be at increased risk for HIV infection

What are the consequences of violence against women? (continued)

Men who are violent toward women may:

- Have tension in their homes
- Have children who fear and distrust them
- Lack intimacy and enjoyable sexuality with their partner
- Have partners who lack affection and trust for them
- Be rejected by their families and communities
- Feel disrespected by others
- Feel pressure to maintain their power in the home
- Have to spend money on treating injuries caused by their violence

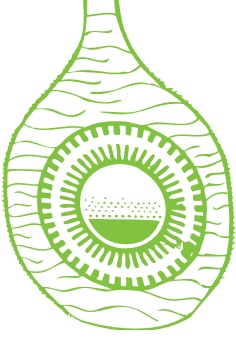
HANDOUT

Children who witness violence may:

- Be fearful of and distrust their fathers
- Feel afraid for their mothers
- Feel sad and depressed
- Perform poorly at school
- Run away from home
- Have nightmares
- Behave violently toward other children
- Withdraw from activities and friends
- Grow up believing that violence is normal

Communities that remain silent about violence may:

- Lose out on women's participation
- Spend resources responding to violence against women
- Have increased crime
- Have overburdened social services (health care, police, social welfare)
- Experience lower or slower development rates
- Have higher rates of HIV/AIDS
- Lack solidarity and harmony



How to Use In Her Shoes

In Her Shoes can be conducted within a workshop, class, seminar, training event or as an independent exercise. It can be used with 10 – 30 people and will take approximately 3 hours. This section will describe how to prepare for and facilitate the exercise.

Preparing for In Her Shoes

Describes who to include, how much time is needed, and how to set up the room for the exercise.

Facilitating In Her Shoes

1. **Walking** In Her Shoes

Describes how to introduce In Her Shoes and conduct the exercise.

2. **Discussing** In Her Shoes

Describes how to sensitively lead a discussion for participants to process the experience.

3. **Acting On** In Her Shoes

Describes how to guide a brainstorm about what participants can do to support women experiencing violence and prevent violence from happening.



Preparing for In Her Shoes

Step 1: Read through this entire handbook

This handbook will help you understand the components of In Her Shoes and how to conduct it ethically and effectively.

Step 2: Familiarize yourself with the stories

Read through the stories so you know their content before facilitating the exercise.

Step 3: Check the timing

The entire In Her Shoes process will take approximately 3 hours:

Part 1 – Walking In Her Shoes (1 hour, 30 minutes)

Part 2 – Discussing In Her Shoes (1 hour)

We suggest taking a short break for tea between Part 2 and Part 3.

Part 3 – Acting On In Her Shoes (30 minutes)

Step 4: Selecting participants

In Her Shoes is designed for both men and women. However, as a facilitator, it is important that you adapt the process to what is appropriate for your setting in order to foster meaningful engagement of both sexes and create safe space.

- In some contexts, it may not be appropriate for men and women to participate jointly in this exercise. If that is the case, consider running separate sessions for men and women, using same-sex facilitators.
- In other settings, it may be acceptable or even preferred for men and women to participate jointly. Use your understanding of your specific context.
- This exercise is not suitable for young children. It may be appropriate for adolescent youth, though the age range depends on your own context. Remember that the environment should be safe and encouraging for all participants. If there are barriers to young people's participation with older women and men, or to young women participating with young men, consider establishing a separate group for youth or specific groups for male and female youth.



Ethical Considerations

- **Know what services are available in your area**

It is possible for this exercise to trigger a participant to recall or disclose sensitive personal experiences for which s/he requires additional support or a referral. Before facilitating this exercise make sure that you are aware of quality services for survivors available in your area and how to make a referral.

- **Use a skilled facilitator**

In Her Shoes deals with sensitive and personal issues. It is important that participants are able to engage with these stories and discuss them in a manner which is purposeful and appropriate. The facilitator for this exercise should be experienced in facilitating group activities around violence against women and should prepare her/himself well in advance by reading the handbook and stories in the toolkit.

- **Adapt as needed to remain context-appropriate**

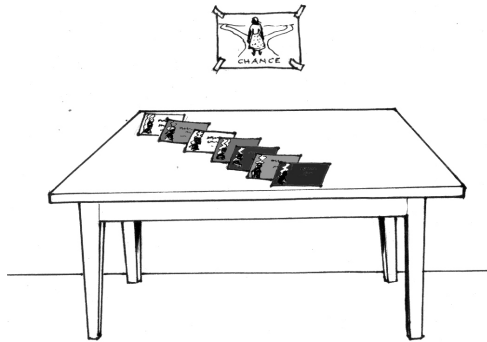
All of the stories in this exercise deal with sensitive issues. Some stories describe situations which may be controversial in your setting, such as those which involve lesbian women or commercial sex workers. If you believe particular stories would generate such heated, insulting, or off-topic discussions that it would distract participants from the exercise, simply remove that story from the exercise and work with those remaining.

Step 5: Set up

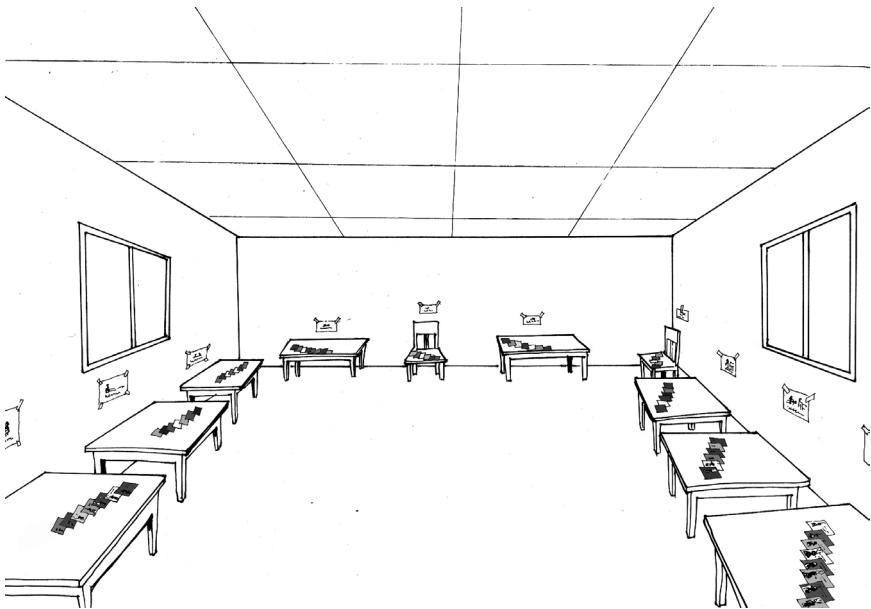
In Her Shoes is best facilitated using one large room or space.

- Take each story set and separate the story cards according to which station they belong.
- Hang each station card on the wall with a desk, chair, or stool positioned underneath it to hold the story cards belonging to that station.

- Place story cards at their corresponding stations. (See illustration below)



- Station cards for more frequently visited stations such as “Violence Strikes,” “Family,” and “Friends & Neighbors” are best positioned far apart to ensure that participants have enough space.
- Remove any unnecessary items or furniture from the room. The more open space for participants to move freely, the better.



Role Play and Props

Role Play: Role plays can be incorporated into the exercise to enhance the experience for participants if there is a facilitation team. Members of the team can take on roles at the stations, such as friend, doctor, or religious leader. The role players should be familiar with the storylines so they can more accurately play the characters encountered in the stories. The main facilitator should remain free to check the progress of participants and attend to any emotional reactions that come up.

Props: The use of props can provide a richer experience for participants as they move through the different stations. Below is a list of some of the stations and suggested props.

Violence Strikes: bandages

Religion: candles and incense, Koran, Bible

Friends & Neighbors: cup of tea or coffee

Education: pencils and notebooks

***Please note that role plays and props are optional and are not necessary for a meaningful experience of the exercise.**



Facilitating In Her Shoes

Part 1 Walking In Her Shoes

Step 1: Introduce In Her Shoes

Explain to the group: *“In Her Shoes is a learning exercise based on different women’s real-life experiences of violence. During this exercise, you will have the chance to spend time walking “in the shoes” of these women and to make the kinds of decisions with which they are faced.”*

Step 2: Divide into partners

Ask the group to divide into pairs, or partner them by counting off. If there are an odd number of participants, the person without a partner can join one of the pairs. Explain to participants, *“We will be moving through this exercise in pairs. One member of each pair will assume the role of the woman who is experiencing violence and make the decisions as indicated. The other person will assume the role of a witness, objectively observing the situations that occur during the story. Partners can either take turns reading cards out loud, or both can read silently together. Partners can feel free to discuss the stories and their feelings as they move through the exercise, but the decision to take any action should be left to the active partner.”*

Partners can either take turns reading cards out loud, or both can read silently together. Partners can feel free to discuss the stories and their feelings as they move through the exercise, but the decision to take any action should be left to the active partner.”

Facilitation Tips

Facilitating In Her Shoes can be a challenging experience. Here are some tips for different situations that may come up during the session.

What if.... participants experience a strong emotional response to the stories while reading?

- Depending on the number of participants experiencing this, you may want to temporarily stop the exercise and allow time for individual reflection.
- Have an experienced colleague or counselor on hand to accompany affected participants to a private space and invite them to talk about how they are feeling or offer time for private reflection before re-joining the exercise. If they do not wish to re-join, respect their wishes.
- Be sure to know what quality services are available in your area and how to make a referral.

Step 3: Using Story Cards

Explain to participants, *“We will be walking in the shoes of 10 different women. Each woman’s story is written on a different colored set of cards. In a moment I will pass out an identity card to each pair. This card marks the beginning of each woman’s story. From this card, you will be given choices or directions that correspond to the station signs you see on the wall and where you will go to pick up the next card which will lead you to other*

stations and choices until you reach a card which marks the end of that story and gives further directions. As you walk in the shoes of these women, please feel free to spread out, read where you are comfortable, and take a break or find personal space if you need to. Please remember to leave each card at its corresponding station after reading it and return the identity cards to me.”

Give each pair an identity card and announce that they may begin.

***Please note that the toolkit contains 10 stories. If there are more than 10 pairs in the group, then the first group of 10 should begin. Once the first 10 pairs have returned their identity cards to the facilitator and moved on to the first station, the remaining pairs can begin.**

Step 4: Check progress

As participants are engaged in the stories, move around the room and check on each pair’s progress. As pairs finish their stories, they will come to you and ask to be given another story to move through. At this time, check in on how participants are doing and remind them to switch roles between active partner and witness partner.

Step 5: Wrap up

When 5 minutes remain, stop participants and explain, *“We have five minutes left before we conclude this part of the exercise. Please finish the story you are reading and return to the group.”*

Demonstration

It may be helpful to do a short role-play before you begin the exercise to make sure that all participants understand how the stations and story cards work. Form a pair with another member of the facilitation team or a voluntary participant and walk through the first few cards in one story as an example. Allow time for questions to ensure that all participants understand the directions.

Ethical Considerations

- **Be sensitive to participants' personal experiences**

Remember that all participants in the room bring their own life experiences to this exercise. You will not know whether women are survivors of violence or have witnessed violence, nor should you ask. Therefore, be sensitive when discussing the issues and aware that this may trigger emotional reactions from participants. Inform participants that if at any point they feel uncomfortable, they are free to step outside the room or take a break.

- **Avoid making judgments or placing blame**

This exercise is intended to provoke critical discussion about difficult issues. Certain stories may illicit negative reactions from participants or from you as the facilitator. The most common of these may be judging or blaming the survivor or labeling all men as perpetrators. Remember that your role as facilitator is to guide thoughtful discussion amongst participants. If a participant makes judgmental or blaming statements, do not let the comments go. Challenge them gently and objectively. Allow space for others to express their feelings and work to maintain a focused and constructive discussion.

- **Respect diversity and freedom of choice**

The characters in this toolkit reflect women from various religions, socio-economic backgrounds, and lifestyles while presenting the often limited range of options available to them. Do not stigmatize or alienate any character or participant due to her race, age, class, sexual orientation, etc.

Part 2 Discussing In Her Shoes

Step 1: Story Discussions

Once all participants are back in a circle explain: *“The next part of the exercise is designed to help us create meaning out of this experience. Before we begin a group discussion, we will take time to discuss individual stories. Please think about the stories you read and choose one that you would like to talk about. Look for other people who read the same story and sit together for a few minutes. Talk about how you felt about the story, the woman’s experiences of violence, and the options or lack of options she had when trying to find support.”*

After about 10 minutes, stop the small group discussion and bring participants back to the circle.

Step 2: Group Discussion

Explain: *“For our group discussion, I am going to ask a series of questions for reflection. I encourage you to think deeply about how you felt during the exercise and what you learned from it.”*

Questions for Reflection

The following questions have talking points that can be used to encourage further or deeper discussion.

1. How did it feel to walk through the stories of these women? Were you able to put yourselves “in their shoes?”

Key points for discussion:

- If it felt difficult to read the story, imagine how it must feel to live this story. In order to support survivors we must show empathy and compassion.
- We often think that violence happens to “others” yet all women are vulnerable to violence.

2. Were there any instances in the stories where you felt dissatisfied with the choices that were available for the women who were seeking support?

- a. Do you feel the options that were given are similar to the options available in your community? What about in Sub-Saharan Africa generally?
- b. Did you feel that the women had many places to turn for help?
- c. What obstacles did the women run up against in their search for security and support?

Key points for discussion:

- Women often have very few, if any, options for seeking support or escaping from violent situations.
- Many factors may prevent a woman from receiving help including economic barriers, social stigma, legal obstacles, and physical threats.

3. What made it difficult for women to escape or leave violent situations?

Key points for discussion:

- Perpetrators of violence often cause women to think that the violence is their own fault rather than the perpetrator's, making it difficult for women to seek help.
- When violence against women is considered normal, survivors often feel that as women, they must simply accept and bear it.

4. How did the actions of family, friends, neighbors, institutions, and others depicted in these stories actually put women at risk for further violence? What happens when we do not believe women who seek support when they are experiencing violence?

Facilitation Tips

Facilitating *In Her Shoes* can be a challenging experience. Here are some tips for different situations that may come up during the session.

What if.... participants blame women for the violence they experienced?

- Remind participants that violence is never acceptable under any circumstances.
- Use probing questions to re-direct the discussion.

What if.... the group discussion gets off topic or participants engage in irrelevant debate?

- Refer back to the objectives of the exercise to encourage meaningful discussion.
- Ask probing questions to guide the discussion back to related questions.
- Allow a final comment on the debate before moving on to the next question.

Key points for discussion:

- It is not uncommon that relatives, loved ones, or others do not believe a woman who discloses that she is experiencing violence.
- By remaining silent, we allow the violence to continue.
- Many women feel compelled to stay in violent situations because they will not be accepted by their family, friends, neighbors, communities or institutions if they leave.
- Survivors of violence may turn to someone they know and trust for support—whether at home, in the workplace, in a camp, or at school—and end up facing further violence.

5. How could family, friends, neighbors, institutions, and others depicted in these stories have better supported survivors?

Key points for discussion:

- They could have listened to survivors' stories and shown respect and empathy for their feelings.
- They could have believed women's experiences and not blamed them for the violence.
- They could have respected survivors' wishes.
- They could have reached out to the survivors when they knew that they were experiencing violence.

6. Do you think there were instances of violence which were provoked or justified?

- a. What made you feel that way?
- b. Why do we blame some women and not others?
- c. Should we ever blame women for the violence used against them?

Key points for discussion:

- Violence against women is never justified. It does not matter whether a woman is married, what she wears, what her religion is, or any other factor.
- Using violence is a choice which perpetrators make.
- Survivors are not to blame for what has happened to them.
- We often think of violence only as physical violence and/or the random

act of strangers. Thus we do not recognize other types of violence when we see them. This includes intimate partner violence, neglect, deprivation, and exploitation.

- It is not the role of husbands to discipline their wives.

7. Did anything in this exercise make you think differently about violence against women? If so, what was it and how did it change your thinking?

Key points for discussion:

- Violence from an intimate partner is not a one-time occurrence but a pattern of abusive behavior.
- Everyone is responsible for breaking the silence around violence against women and has a role to play in supporting survivors and taking steps to prevent violence.
- Violence can happen to any type of woman—rich or poor, rural or urban, educated or not educated, Christian or Muslim, etc.

Step 3: Emotional Closure

Bringing emotional closure is an essential part of facilitating In Her Shoes. The best way to do so depends on group dynamics, how the exercise is going so far, emotional responses from participants, cultural relevance, and time frame. You can use the following suggestions or choose to bring emotional closure in your own way.

- Lead a short guided imagery about a safe and happy relationship and family.
- Lead a deep breathing exercise where participants close their eyes and slowly breathe in through their noses and out through their mouths 5 times.
- Ask participants to write in their notebooks for 2 minutes about something hopeful they learned from the exercise.
- Have participants turn to a neighbor and talk about one hopeful lesson they learned from the exercise.

When closure is reached, conclude the discussion by telling the group: *“We are now going to close this discussion and take a short break before brainstorming for the way forward.”*

Part 3 Acting on In Her Shoes

In this part of In Her Shoes, you will help guide participants through a brainstorming exercise. You can hang a flipchart on the wall and record ideas with a marker or simply talk. It is important to shape and guide this discussion according to the group of participants. For example police officers, religious leaders, or service providers will each focus on different ways of addressing and preventing violence. (See pages 22-24 for ideas)

Step 1: Brainstorm

Bring participants back into a circle and explain: *“Now we are going to brainstorm ways that we can support women experiencing violence and work to prevent violence from happening.”*

Brainstorming Questions

1. Based on the experiences that we had as we walked “in the shoes” of women during the exercise, in what ways can we all better **support and respond** to women experiencing violence? (See page 21 for ideas)
2. Now that we have learned more about violence against women and that every member of society is affected by it and that everyone can play a role in preventing it, what can we do to take action to **prevent** violence against women? (See pages 22-24 for ideas)

Step 2: Conclusion

After about 30 minutes, or when the group seems to be finished discussing ideas for action, close the session. Conclude by thanking participants for their participation and summarizing key points: *“I hope that by walking in the shoes of women experiencing violence today, we have all come to a better understanding of how all women are vulnerable to violence, no matter their circumstances, and that we all have a role to play in supporting women and working to prevent violence.”*

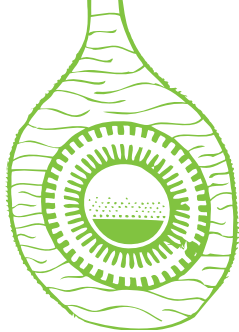


Responding to Violence Against Women

We all have the power and the responsibility to work to prevent violence in our relationships, families, and communities and to support women experiencing violence.

When responding to violence against women, remember:

- Violence is never acceptable.
- You cannot be neutral when intervening in cases of violence. The safety of the survivor should always come first.
- The priority is to ensure the safety of the woman and her children, not to mediate or resolve relational problems.
- Any medical, psychological, or legal intervention should include routine questioning about violent acts within the family.
- People who have experienced violence must be treated with dignity, respect, understanding, and great sensitivity, regardless of age, cultural, economic, and educational differences.
- It must be recognized that leaving a violent relationship is generally a long and gradual process.
- People who have been subjected to violence have the right to quality comprehensive care in which the nature of what they have suffered is understood and the emotional and physical symptoms are treated.
- The survivor's decisions must always be respected, even if she decides to go back to the aggressor.



Preventing Violence Against Women

When community norms ignore or accept violence against women, it will continue. It is up to all of us to break the silence surrounding violence against women by valuing women, never tolerating violence, and speaking out when we see it happening.

Here are some practical suggestions for how you can take action to prevent violence against women*:

Ideas for everyone

1. Take responsibility for yourself and your relationships.
 - Commit to never using violence in your relationships.
 - Create a family or community rule: Violence is not accepted here!
 - Stop tolerating the violence in your neighborhood or community. Get organized and respond.
 - Confront men who are using their power over girls and women. Talk with them; do not let it go unnoticed.
2. Work with other community members to spread the word that violence against women is not acceptable in your community.
 - Organize events where community members talk about violence and how to prevent it.
 - Through your words and actions, demonstrate your belief that men and women are equally valuable.
 - Work with your local leaders and school principals to foster community values that reject violence against girls and women.
 - Organize activities with neighbors, members of your church or mosque, or social groups that promote equal power in relationships.
 - Celebrate non-violence and positive change!

*Contact the GBV Prevention Network (info@preventgbv africa.org) for organizations, resources or opportunities that could support your efforts.

Ideas for teachers and parents

- Role model respect, dignity, and responsible use of power to your children and students.
- Foster in boys and young men a respect for girls and young women.
- Teach girls they are just as smart and valuable as boys.
- Go beyond promoting abstinence with young people. Talk about sexuality openly.
- Encourage young women and men to respect each others' rights and to communicate openly about all matters related to intimate relationships. Emphasize that having sex is a joint decision that requires active consent from both people.
- Recognize that many young women turn to transactional sex for school fees and other expenses. Discuss this problem with parents and teachers. Brainstorm together what you can do to create alternatives.

Ideas for police

- Train all officers on how to effectively and sensitively deal with cases of violence against women.
- Use community outreach activities to promote non-violence.
- Hold a meeting between police, health care providers, and local leaders to enhance the process of referrals.
- Seek collaborations with local women's organizations and health institutions to strengthen and improve the quality of services.

Ideas for religious or community leaders

- Emphasize in sermons or community speeches the importance of non-violent families and communities.
- Demonstrate in words and actions that violence against women is always unacceptable.
- Work with members to create a violence-free church, mosque, or community. Help members create violence-free families.
- Reach out to other leaders within your faith and other faith communities. Become a positive force for violence prevention in your community.
- Establish yourself as a trusted other who is known for believing women and helping them get support.

Ideas for health care providers

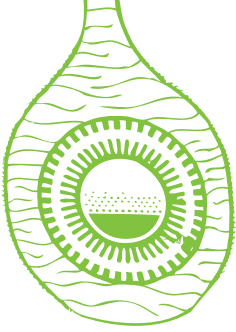
- Talk with couples about violence and emphasize the importance of open communication about sexual health and reproductive decision-making.
- Educate other providers in your clinic about violence against women and together develop effective and systematic methods for responding to women experiencing violence.
- Establish and participate in a referral network of providers (including counselors) offering services to women experiencing violence.
- When you conduct community outreach, encourage people to become aware, give support, and take action to prevent violence.
- Keep materials in your waiting room that will educate patients on violence against women.
- Develop skills in patience and listening.

Ideas for NGOs

- Reorient or strengthen your programs to address the root cause of violence against women.
- Ensure that your programs approach violence against women from a human rights perspective.
- Demonstrate the values of justice, equality, and respect.
- Strive to become a leading force for positive change in your community.

Ideas for counselors

- Create protocols for effectively and sensitively talking with clients about violence.
- Create protocols for helping female clients develop their own risk-reduction plans for safer sex in their relationships.
- Establish and participate in a referral network of counselors and health care providers offering services to women experiencing violence.
- Seek training from other organizations if you and/or your staff need more skills for responding to issues involving violence.



Adaptation Process & Acknowledgements

In Her Shoes was originally developed by the Washington State Coalition on Domestic Violence (USA) in 2001 to raise awareness among service providers and community members about the day-to-day reality for women experiencing abuse. In 2005, Intercambios, a gender-based violence alliance which is coordinated and supported by PATH adapted the original toolkit for the Latin American context. The stories in the resulting Spanish language version, *Caminando en sus Zapatos*, are now being widely used throughout Latin America.

The success of the Latin American adaptation inspired PATH to support the GBV Prevention Network to adapt In Her Shoes for Sub-Saharan Africa.

The GBV Prevention Network created the Sub-Saharan Africa version in 2011. A story development process involving 28 women from 21 countries organized by the GBV Prevention Network was held in Kampala in March 2011. During the process, activists and survivors of violence worked to adapt In Her Shoes with story lines representing the diverse experiences of African women. GBV Prevention Network staff and a consultant continued constructing the stories. Committed reviewers added substantially to the quality of the stories. In Her Shoes was pretested and further strengthened by over 65 GBV Prevention Network members and others.

A heartfelt thank you to you all!

Written by: Kirsten Zook and Beverly Nambozo Nsegiyunva

Graphic Design: Rachel Kanyana

Artist: Marco Tibasima

Technical Team: Kirsten Zook, Jean Kemitare, Robyn Yaker, Lori Michau

Story Development Participants: Ann Marie Caulker, National Movement for Emancipation and Progress, Sierra Leone; Anastasie Karuro, Nturingaho Association, Burundi; Christine Munanula, Care, Zambia; Colleta Zinyama, Rozaria Memorial Trust, Zimbabwe; Comfort Patrick Ikpi, Girl's Power Initiative, Nigeria; Delfina Celeste Dança, Center for Mozambican and International Studies, Mozambique; Djingarey Maiga, Women's and Human Rights, Mali; Joanitah



Abang, Freedom and Roam, Uganda; Khumbo Gondwe, YONECO, Malawi; Lusajo Kajula-Magona, Muhimbili University of Health & Allied Sciences, Tanzania; Madalena Lossi Tungo Ngombo, Women in Action Platform, Angola; Marian Atta-Boahene, The Ark Foundation, Ghana; Mary Adjone, Raise Women's Hope, South Sudan; Milcah Mtundi, Sisters Beyond Borders, Kenya; Modestine Mbuta Etoy, HEAL Africa, DRC; Monica Nyiraguhabwa, Mentoring and Empowerment Program for Young Women, Uganda; Mzikazi Nduna, University of the Witwatersrand, South Africa; Natsnet Ghebrehan Zerezghi, Independent Consultant, Eritria; Peace Jennifer Tushabe, Women's Organization Network for Human Rights Advocacy, Uganda; Peninah Abatoni, Rwanda Women's Network, Rwanda; Sarah Nduku Tombizodwa, Kagisano Society Women's Shelter Project, Botswana; Shamsa Hassan Ibrahim, Bay Women Development Network, Somalia; Tina Musuya, Center for Domestic Violence Prevention, Uganda; Zertihun Tefera, Siiqqee Women's Development Association, Ethiopia.

Reviewers: Djingarey Maiga, Women's and Human Rights, Mali; Joanitah Abang, Freedom and Roam, Uganda; Mzikazi Nduna, University of the Witwatersrand, South Africa; Natsnet Ghebrehan Zerezghi, Independent Consultant, Eritria; Tina Musuya, Center for Domestic Violence Prevention, Uganda; Lusajo Kajula-Magona, Muhimbili University of Health & Allied Sciences, Tanzania; Christine Munanula, Care, Zambia; Comfort Patrick Ikpi, Girl's Power Initiative, Nigeria; Modestine Mbuta Etoy, HEAL Africa, DRC; Ann Marie Caulker, National Movement for Emancipation and Progress, Sierra Leone; Peace Jennifer Tushabe, Women's Organization Network for Human Rights Advocacy, Uganda; Milcah Mtundi, Sisters Beyond Borders, Kenya.

Pretesting Participants: All participants at the African Gender Institute workshop on July 20th 2011 in Cape Town; and, Athenkosi Sopitshi; Ndeshi Namupala; Prudence Mdletshe; Dr. Sethunya Tshepho Mosime; Andrew Ssekirivu; Amos Mwebaze; Christine Ottwono; Diana Bagabo; Belinda Kyomuhendo; Crystol Nakimuli; Esther Busingye; Evelyn Letiyo; George Kanyomozi; Gladys Rachiu; Gloria Namusoke; Happy Aineomugisha; Helen Mirembe; Josephine Kamyisa; Joyce Nalubega; Maggie Sseebunya; Matilda Makata; Mildred Nalubega; Nambusi Kyegombe; Olive Nabisubi; Paul Bbuuzibwa; Prossy Nakanjako; Sammy Jingo; Sandra Nassali; Susan Besigah; Rachel Nakyejjwe; Rachel Mpirirwe; Richard Makumbi; Tabitha Suubi; Tina Musuya; Wellington Ssekadde; Winnie Amono.

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The GBV Prevention Network (www.preventgbvafrica.org) has over 400 organizational and individual members in the Horn, East and Southern Africa. The Network aims to highlight innovative GBV prevention efforts, connect activists, strengthen skills for quality prevention, and foster a broader movement on GBV prevention. It is coordinated by Raising Voices (www.raisingvoices.org).



16 Tufnell Drive, Kamwokya
P.O. Box 6770 Kampala, Uganda
Phone (+256) 414 5311186
Fax (+256) 414 532249
info@preventgbvafrica.org
www.preventgbvafrica.org

