



Domestic Violence Act Training Module:



Responding to Gender Based Violence:
**A Training Manual for
Duty bearers;**



Introduction

Gender Based Violence (GBV) Module for Duty Bearers

In view of the institutional mandate of the Ministry of Gender Labour and Social Development (MGLSD) to set standards, issue policy and guidelines, there was a need to harmonize and streamline trainings on Gender Based Violence (GBV). GBV is identified as one of those areas that efforts must be harmonized to ensure effective prevention and response.

Gender Based Violence is a complex problem that needs specialized skills to effectively handle. Yet it is clear that the currently national training curriculum doesn't adequately provide for such specialized skill building, leading to duty bearers' limited capacity to handle GBV cases. GBV is an injustice and abuse of rights.

The module covers ten (10) hours or one day and the topics are tailored to increase officers' knowledge, address negative attitudes and the officers' belief systems regarding GBV to enable officers develop necessary skills to effectively respond to violence cases. The module is divided into two parts to address these highlighted areas.

Part A: Increasing knowledge

1. Overview of domestic violence.
2. Cause and consequences of domestic violence.
Part B: Skills building topics
3. Understanding the Domestic Violence Act and the duty bearers (the role of police, courts of law, healthcare workers and local council courts) to enforce it.
4. Guiding principles of handling cases of Gender Based Violence.
5. Interviewing cases of Gender Based Violence.

In order for the duty bearers to effectively build the much needed skills to handle cases of violence, the facilitator ought to encourage reflective thinking to enable trainees increase knowledge, address their own attitudes and beliefs about GBV. The topics are easy to facilitate, anyone can use them.

Topic 1

An Overview of Domestic Violence

(2 Hours)

Part A: Increasing Knowledge

Objectives

1. Examine different forms of domestic violence
2. Facilitate personal reflection on feelings provoked by domestic violence
3. Strengthen participants' understanding of domestic violence
4. Highlight domestic violence as a crime

Part A: Group Discussion (30 min)

1. Ask trainees to think about the term "domestic violence". What does it mean to them?
2. After two or three minutes, ask trainees to share their ideas. Record their ideas on a flipchart. From participants' contributions, highlight the key words and formulate a working definition. For instance, domestic violence is a pattern of, controlling, intimidating and humiliating conduct towards a victim that:
 - Causes harm that can be emotional as well as physical
 - Happens between married people, people who share the same residence, it could be between people with a past or current intimate relationship.
 - Is an abuse of human rights
 - Is about power and control
 - Can be economic
 - Can also be sexual
3. It is important that police officers get familiar with the standard definition of domestic violence. Appreciate all their contributions and conclude by giving the standard definition, as follows:

According to the Domestic Violence Act, 2010 domestic violence constitutes any act or omission of a perpetrator which harms, injures, or endangers the health, safety, life, limb or wellbeing whether mental or physical, of the victim or tends to do so and includes causing physical abuse, sexual abuse, emotional, verbal and psychological abuse and economic abuse. Any member of the household can be a victim of domestic violence and not just women and children. The Act provides protection for men, women, children, dependants and domestic workers.

Part B: Types of Domestic Violence (1 hour)

1. The Domestic Violence Act 2010 breaks it down into four categories. These are:
 - Economic abuse
 - Emotional abuse
 - Sexual abuse
 - Physical abuse

2. Ensure that the trainees understand the four categories by elaborating and giving examples. For each category, brainstorm with trainees some of the acts of violence and record them on a flipchart. For instance, they may include but not limited to:

Economic violence which is about deprivation of economic or financial resources to which the victim is entitled and includes:

- Controlling access to money
- Deprivation of resources that the victim requires out of necessity for his/herself and his/her children
- Deprivation of property jointly or separately owned by the victim
- Refusing to pay rent related to the shared household and maintenance
- Selling household property
- Denying victim access to assets such as shares in family business or property in which the victim has an interest or is entitled to use by virtue of the domestic relationship
- Grabbing partner/spouse earnings
- Refusing a partner/spouse to participate in financial decision-making.
- Prohibition from seeking employment

Emotional violence which is a pattern of degrading and humiliating actions towards a victim (hurts feelings) and includes:

- Repeated insults, ridicule and name-calling
- Repeated threats to cause emotional pain
- Repeated possessiveness or jealousy aimed at invading the victim's privacy, liberty, integrity or security
- If acts are committed in the presence of children and is likely to cause him or her injury

Sexual violence which harms or compromises a person's control over their sexuality, any conduct of a sexual nature that abuses, humiliates, degrades or otherwise violates the dignity of another person and includes:

- Forced sex
- Marital rape
- Refusal to practice safe sex
- Infidelity/unfaithfulness
- Forcing a sexual act against a person's will
- Coercion
- Inserting foreign objects into partner/spouse private parts

Physical abuse which is any act or conduct that causes bodily pain, harm or danger of life, limb or health or which impairs the health or development of the victim and includes

- Assault
- Criminal intimidation
- Criminal force
- Hitting
- Slapping
- Burning
- Strangling

3. Together with participants, analyze the ideas for each category. Ask trainees who the primary perpetrators of domestic violence and who the primary victims are. Emphasize that it is undeniable that some men experience domestic violence at the hands of their spouses, but the majority of victims are women.

Conclusion

Summarize the session by emphasizing the following:

- Domestic violence exists and happens in our homes and communities
- It causes emotional, physical, sexual and economic suffering to victims
- It is an abuse of human rights
- According to Article 32(2) of the Constitution of Uganda states that there is no justification for violence. Police officers should never allow anyone to go unpunished just because they have justified the use of violence.
- Its not a mere misunderstanding between people in a domestic setting but a pattern of controlling, intimidating and humiliating conduct towards a victim
- Domestic violence is prohibited by the Domestic Violence Act (2010)

Topic 2

Cause and Consequences of Domestic Violence

(2 Hours)

Objectives

1. To identify the root cause of domestic violence
2. To identify other factors that contribute to domestic violence.
3. To enhance understanding of the consequences of domestic violence on:
 - Victims
 - Perpetrators
 - Children
 - Communities

Part A: Cause of domestic violence (1 hour)

1. Explain to trainees that domestic violence negatively affects all aspects of both men and women's lives. People have varying beliefs about factors that cause domestic violence. Today's session will deepen understanding of the causes of domestic violence and its consequences on all of us, most especially the victims and their children.
2. Let the trainees brainstorm on what they think are the causes of domestic violence.
3. Record all their contributions on the flipchart/blackboard. Possible contributions may include poverty, alcohol, unfaithfulness, etc.
4. After the brainstorming exercise, analyze the responses one by one to qualify or disqualify them. For example poverty is not a root cause of domestic violence because not all poor people use violence against their partners.
5. Emphasize that most of the responses above are contributing factors to domestic violence. This means that their presence increases the chances of someone using violence.
6. Allow trainees to give their opinions before making any conclusion.
7. Emphasize the following causes of domestic violence:
 - Rigid traditional gender roles
 - Some cultural practices and expectations of men and women
 - Structural unequal power relations between men and women in society
 - Women's low status
 - Tolerance of violence in a society as a means of conflict resolution and community's silence about violence
 - Lack of respect for human rights

Part B: Consequences of domestic violence. (50 minutes)

1. Introduce the session by reminding trainees that domestic violence is a serious problem; it has diverse effects on all aspects of our lives. Many of these cases are reported to the police station and several cases are highlighted in daily news papers.
2. Ask participants, "What are the consequences of domestic violence?" Record their responses on a flip chart/blackboard. Ask open ended questions like:
 - How does domestic violence affect different aspects of the victim's lives (socio-economic, physical and mental health)?
 - What are the consequences of domestic violence to women?
 - What are the consequences of domestic violence to men?

- What are the consequences of domestic violence for the whole family?
- What impact does domestic violence have on children, both short term and long term?
- What is the impact of domestic violence on the general community?

The above questions are to emphasize the fact that domestic violence negatively affects everyone.

Conclusion (10 minutes)

- Domestic violence is rooted in the structural unequal power relations between men and women.
- Violence is the most direct form in which perpetrators use their power over the victims.
- When violence is tolerated in a society as a means of conflict resolution, the levels of domestic violence continue to increase.
- Unequal power relations between men and women are at the basis of women's subordinate position in society and their limited opportunities to benefit from development, because men have more power to control and influence economic, political and social life. This situation also increases women's vulnerability to HIV infection and trafficking.

Topic 3

Understanding The Domestic Violence Act And The Role Of Each Duty Bearer To Enforce It

(2 Hours)

Objectives:

1. Increase participants understanding of the Domestic Violence Act 2010.
2. Highlight the role of each of the duty bearers in enforcing the law in responding to domestic violence cases.

Preparations.

- The Facilitator needs to read the domestic violence Act 2010 prior to the session
- Flip charts
- Markers
- Make enough copies of the Domestic Violence Act to share with the participants

Part A: Understanding the Domestic Violence Act (1 hour)

1. Welcome participants.
2. Ask them to brainstorm on:
 - Why they think domestic violence is an abuse of human rights
 - Is domestic violence a crime, if yes why?
 - Cite any legal frameworks that prohibit acts of domestic violence

The Domestic Violence Act criminalizes acts of domestic violence and simplifies the work of police officers.

1. Ask the questions “What is the Domestic Violence Act?”
2. Clarify that the Act seeks to protect victims of domestic violence and to hold perpetrators accountable to their actions

3. Break up participants into 6 groups and assign each group to use the Domestic Violence Act to discuss the following questions

- Group 1: The Act's definition of domestic violence; and a domestic relationship
- Group 2: Prohibition of domestic violence and proceedings in local council courts
- Group 3: Proceedings at the Magistrate's courts and defining interim protection order
- Group 4: Contents of protection orders and application for variation, revocation or discharge of orders
- Group 5: Jurisdiction of Family and Children Court in relation to domestic violence
- Group 6: Guiding principles for determining compensation (discuss all the schedules)

4. The facilitator should clarify that
 - The Domestic Violence Act gives the legal definition of domestic violence as “any act or omission of a perpetrator which harms, injures, or endangers the health, safety, life, limb or wellbeing of another person with whom the perpetrator shares or once shared the residence.
 - Recognizes that domestic violence can be physical, emotional, sexual or psychological.
 - Any one in a household can experience domestic violence. The Act recognizes that men, women, or children, relatives or domestic workers can experience domestic violence and therefore protects all in a domestic setting
 - Cases of domestic violence can be of a civil or criminal nature.
 - Cases of a criminal nature must be handled by the Police, Magistrate's court, or the Family and Children's Court and not the local councils.

Part B: Duties of the duty bearers in the Domestic Violence Act. (2 hours)

1. Remind participants that their duty is to enforce already existing laws.
2. Clarify that according to the Domestic Violence Act, the following have the following duties;

i) Police officer ;

- a) Assist the victim, including giving assistance or advice in obtaining shelter.
- b) Where signs of physical or sexual abuse are evident, ensure that the victim undergoes medical examination and receives medical attention
- c) Advise the victim on the right to apply for relief and a right to lodge a criminal complaint
- d) Offer procedural guidance and any assistance as may be necessary to ensure the wellbeing of the victim, the victim's representative on the nature of domestic violence.

ii) Local council;

- a) where signs of physical or sexual abuse are evident, ensure that the victim undergoes medical examination and receives medical attention
- b) Advise the victim on the right to apply for relief and a right to lodge a criminal complaint
- c) In matters of civil nature, ensure timely trial and ensure perpetrator accountability.
- d) Offer procedural guidance and any assistance as may be necessary to ensure the wellbeing of the victim, the victim's representative on the nature of domestic violence.
- e) Ensure the safety and protection of children in matters where they are involved.
- f) Offer referrals of the matters to police or Magistrates courts.

iii) Magistrate;

- a) Hear and determine a matter of Domestic Violence under the Act
- b) Issue a protection order
- c) Issue remedies to the perpetrator.

iv) Health care worker;

- a) Offer the victim medical examination and treatment in cases of physical and sexual assault.
- b) Accurately document the visit of the victim
- c) Inform the victim of options available within the judicial system to the victim
- d) Make himself or herself available to testify in court regarding the case where necessary.

v) Welfare and probation officer;

- a) Investigate, inquire into cases of domestic violence and document the victim's visits.
 - b) Advise the victim on the right to apply for relief and a right to lodge a criminal complaint
 - c) Offer procedural guidance and any assistance as may be necessary to ensure the wellbeing of the victim, the victim's representative on the nature of domestic violence.
 - d) Ensure the safety and protection of children in matters where they are involved.
 - e) Offer referrals of the matters to police or Magistrates courts.
3. Write these duties on a flip chart.
 4. Divide participants into 4 groups and give each group one of the scenarios found at the end of these instructions.
 5. Using the given scenario the role of each group will be to act out what the appropriate response of any of the above group shall be. Each group shall look at one role.
 6. Allow 5 minutes for each group to come up with the role play and to act out to the plenary.
 7. After each presentation, debrief with the participants on the role of the police and not the client
 - What went well?
 - Did the group's role play bring out the specific role of the duty bearers?
 - What should have the groups have done differently?

Summarize the session by stressing the following points

- The Domestic Violence Act prohibits all forms of domestic violence and that the duty bearers are obliged to ensure that their offices are the places that a victim should receive redress.
- Domestic violence is a crime according to the Domestic Violence Act 2010
- They are all mandated to enforce existing laws. Therefore must ensure that the victim receives justice by apprehending perpetrators of domestic violence.



Scenario one

A woman comes to the police station with her 2 young children. Her husband has thrown her out of the house. The husband has also threatened to kill her if she does not leave “his” house. She has no where else to go but heard that the police helps desperate people like her. However, at the police station where you are the OC CFPU, there is no room for such people. You were recently informed in a workshop that a shelter had newly been opened in your neighborhood. Using information from the Domestic Violence Act, how do you respond to such a case?

.....



Scenario two

Josephine lived with her uncle for three years until he threw her out of his house last night. He brought her from the village and promised to pay her school fees. Last night he sneaked into her room while his wife was away and tried to rape her. She resisted and a fight ensued. He beat her severely and raped her. She sustained serious injuries on her chest, back and thighs. A neighbor has accompanied her to the police station. How do you use the Domestic Violence Act to ensure that she is protected?

.....



Scenario three

One of your male colleagues has come to report a case of domestic violence. You hear his wife quarrelling on top of her voice and calling him useless because he does not provide for the family. Last night your colleague came back home and found his wife packing her property. She said that she was tired of leaving with a poor man and was going back to her parents. When he tried to stop her, she beat him and he sustained several injuries. He wants to take the legal option. What advice do you give him about legal proceedings?

.....



Scenario four

Two children have been brought to the police station. Three years ago when their parents died of HIV, their uncle offered to adopt them. He said that he needed to live with them in the house that their parents had left that so he can be close to them. Two weeks ago he threw them out of their home when another man came claiming that the children’s uncle had sold the plot of land and house to him. A concerned neighbor picked the children from the street and brought them to the police station. How do you use the Domestic Violence Act to protect the children?

.....



Scenario five

Salongo has had two failed marriages due to excessive use of violence. In this new case, he has broken his current wife’s hand, beaten his two children and is threatening to kill his wife. A magistrate court has issued an interim protection order to protect Nalongo and the children from Salongo. Salongo is very furious because he thinks that he has been unfairly restricted from going back to his house. How would you use the Domestic Violence Act to ensure that Nalongo and the children are protected?

Topic 4

Guiding Principles for Handling Cases of Gender Based Violence

(1 Hours)

Objective:

- Enable trainees understand the guiding principles for handling cases of gender based violence

Preparations

- Hang up one flip chart and on it write “Safety, Confidentiality, and Respect”

Part A. introduction (5 minutes)

1. Welcome participants.
2. Explain that all cases of violence are very sensitive and therefore officers need special skills to handle such cases. Survivors of violence have several needs and police officers are required to know what to do, how to do it and when and where to refer or accompany the survivor to have her/his needs met.
3. Explain that all cases of GBV should be based on three major principles.
 - Safety
 - Confidentiality
 - Respect
4. Write these guiding principles on a flip chart.
5. Discuss the principles using the following questions and ideas

Part B: Understanding Guiding Principles (50 minutes)

a) Safety and Security

- What is safety and why is this important?
- One very easy way to protect the survivor is to maintain confidentiality.
- How can you make sure that the survivor is safe and secure?
- Risk assessment and safety planning as tools- Review police handbook for next time so we can practice these.
- How can violating confidentiality compromise the safety of a survivor and your safety?
- How can you keep yourself safe and secure?
 - o Keep all information confidential
 - o Report all threats to senior management
 - o Remain aware and informed

b) Confidentiality

- What is confidentiality and why is it important to observe confidentiality.
- If confidentiality is breached it could bring grave consequences for the survivor, including

- i) Being killed or physically hurt, particularly if there isn't enough protection.
- ii) Feeling re-traumatized or socially stigmatized
- iii) It may discourage survivors from coming forward to report
- iv) May ruin the reputation of the officer and the police institution because the survivors and other people will consider the police force unethical.

Is this Breaking Confidentiality?

- v) A journalist wants to speak with a survivor so she can explain her side of the story since he already spoke with the perpetrator
- vi) You want to get more advice about a case, so you announce it at an all staff meeting
- vii) You want your supervisor to be involved in figuring out what to do about a case

In certain cases, it may be necessary to involve other people while handling a particular case. The most important thing to do when encountered with such situations is to get the consent of the survivor. Where necessary, explain why it is important for others to be involved.

c) Respect

- What is respect?
- Respect means appreciating and valuing the person and his or her experiences, ideas, decisions and actions.
- The actions and resources of all actors must be guided by a fundamental respect for the wishes, rights and dignity of the survivor.
- What are some of the ways you will respect survivors in your work? (Solicit list. Include ideas below)
- Conducting interviews in private settings
- Conducting interviews and examinations by staff of the same sex as the survivor
- Being a good listener
- Being non-judgemental towards the survivor and his/her behaviour.
- Being patient
- If and when possible, not asking the survivor for more information if s/he is not ready to speak about the incident
- Asking only relevant questions
- Not discussing the survivor's sexual history
- Avoiding to ask the survivor to repeat his/her story in multiple interviews
- Not laughing or showing any disrespect for the survivor and his/her culture, family or situation

Being confidential (don't shout across the room to him/her)

Part B (5 minutes) Conclusion

- Safety, confidentiality and respect are the three guiding principles that every police officer should adhere to while handling cases of gender based violence.
- Failure to adhere to these principles can spell danger for the survivor and his/her children and family.
- The three principles ensure that the rights of the survivors are upheld.
- These principles MUST be adhered to at all times.

Topic 5

Interviewing Cases of Gender Based Violence

(2 Hours)

Objective

- Build participants' skills of interviewing cases of GBV

Preparations

1. Write the general principles of handling GBV cases on a flip chart (see Annex C)
2. Make copies of imaginary scenarios at the end of these instructions
 - How to interview a victim of domestic violence (Scenario 1)
 - How to interview a suspect of domestic violence (Scenario 2)
 - How to interview a child witness of domestic violence (Scenario 3)
 - How to interview a child who is a victim of violence (Scenario 4)
 - How to interview a female survivor of rape (Scenario 5)
 - How to interview a male survivor of rape (Scenario 6)
3. Make 4 copies of guiding principles of working with and interviewing victims, suspects and child witnesses (Annex D, E, F and G)

Part 1: Introduction. (5 minutes)

1. Explain to trainees that cases of domestic violence and sexual violence are very sensitive and usually involve people known to each other and often times share the same residence. The way a police officer handles these cases can ensure survivor's safety and dignity or can put the survivor at a greater risk of violence. This calls for a lot of caution on the part of the officer.
2. Explain that all cases of violence GBV are serious in nature and no complaint should be handled lightly. No one should be turned away no matter how minor we may think the case is.
3. Tell trainees that in this session, focus will be on interviewing survivors, suspects and child witnesses of GBV.

Part 2: Interviewing cases of GBV. (1 hr 50 minutes)

1. Put up the flip chart with general key principles of dealing with domestic violence.
2. Make a quick review of the principles and clarify on what trainees may have not understood.
3. Divide the trainees into 6 groups and give each group one of the scenarios of interviewing cases found at the end of these instructions.
4. Distribute copies of guiding principles and interview questions for survivors, suspects, child and child victims of violence (refer to annexes D, E, F and G). The groups that handle scenarios 5 and 6 should also receive principles of working with and interviewing survivors.
5. Each group should be given the interview questions that correspond with the specific role play.
6. Ask each group to role play interviewing cases using the scenarios. There should be a total of 6 role plays. Encourage trainees to keep in mind the key principles when planning for the role plays. Each group shall identify characters (i.e. police officer and the client). They shall use 5 minutes to act out the role plays

7. In the plenary , debrief about the role plays and encourage every one to share about the officer's role :
 - a) What went well?
 - b) What didn't go well?
 - c) How did the interview guide help the officer to effectively handle the cases?
8. Ensure that every role play brings out the key principles of handling GBV cases. If these principles are not well brought out by the role plays, the facilitator needs to guide the trainees to understand them.
9. Thank the trainees for their contributions and inform them that the subsequent sessions will cover more skills of responding to survivors e.g.
 - a. To conduct a risk assessment
 - b. To help survivors create safety plans

Part 3: Concluding Remarks by the Facilitator (5 min)

The facilitator needs to emphasize that the guidelines discussed in this session were developed by Center for Domestic Violence Prevention (CEDOVIP). It is important that duty bearers let the victim know that what happened was not their fault and the use of violence is never acceptable. The officers should remember to talk to the victim and suspect separately.

Scenarios 1

Sarah was going to fetch water at 7pm; her neighbor's husband who is a local leader in the village also picked jerricans and followed her. When they were far from the neighborhood, he forced her to have sex. He threatened to kill her and harm her children if she reported the matter to anyone. Sarah is terrified but she comes to talk to the OC Child and Family Protection Unit.

.....

Scenario 2

Yusuf is a truck driver who is always away on safari. He has relationships with many women in different towns and recently, his wife got to know about his extra marital affairs. She fears that he may have infected her with HIV. When she tried to talk to Yusuf about his behavior, he beat her, and calls her a good-for-nothing woman who can not sexually satisfy him. Neighbors and the LCs arrest Yusuf and bring him to the Police station.

.....

Scenario 3

Musoke is a father of two children and a very respectable business man who is known for his generosity. But when he makes a loss in business, he comes back home very upset and often beats his wife in the presence of his children. He blames her for bringing bad luck to the business. His wife is tired of the abuse and reports the case to Police. His daughter Namusoke is requested to give a statement as a witness to what happened. How would you interview her?

.....

Scenario 4

Two children see their parents fighting and are injured in the process. One of them has a deep cut in his left cheek and the other has a scratch on his back. The kids have come to report the incident to the police station.

.....

Scenario 5

Musa is a married man and a father of two. He is a respectable man in his community. He was recently sexually assaulted by group of 5 young men as he returned home from a safari. Musa has come to report the matter to the police station.

.....

Scenario 6

Esther has just ended her relationship with her longtime fiancé Ernesto. Her fiancé is so furious because he thinks that he had invested so much time and money in this relationship. He has been stalking her at her work place, home and keeps sending threatening messages on her phone and making anonymous threatening calls. Ernesto has vowed that he will not let Esther relate with any other man. If he can't have her, then no one else will. Esther has come to the police station to report the case.

Annexes

Annex A¹

General principles when dealing with gender based violence cases

- Talk to the suspect and the survivor separately.
- Inform the victim about confidentiality and disclosure if need be
- Do not tell the suspect the source of information
- Listen calmly to the victim as s/he tells her/his story
- Avoid making judgmental comments or conclusions
- Give her/him a chance to express her/his opinion
- Avoid telling your own story of violence
- Help her/him think through and consider the options for safety for him/herself and her children.
- Help her assess her risk.
- Give her/him information about the available resources for abused women/men.
- Refer the survivor for further support

ANNEX B²

a) Principles of working with survivors of violence

- Let the victim know that they are not to blame for the violence.
- Tell the victim that there is no acceptable justification for violence.
- Remember that a victim has tried out other options and has finally come to police
- I'm sorry you have to deal with this/experience
- Assure the victim of your support.
- Maintain the rules of confidentiality and disclosure which you agreed on with him/her.
- Do not make promises if you are not able to follow through.
- Interview the victim in private; do not allow other people to comment on the case.

b) Interview guide for victims of violence

- Welcome the client. Tell the client your name; explain that you will ask a few questions about their case.
- Can you please tell me what happened?
- Has violence ever happened before in your relationship?
- Has the suspect ever threatened to kill or hurt you?
- Do you feel you are in immediate danger? (If yes, conduct a risk assessment)
- Was anyone present when it happened? e.g. your children, relative or neighbor
- Did you tell anyone when this happened? e.g. relatives, in-laws, LCs
- Do you feel safe returning home?
- If there is a chance that your partner / the person known to you could be violent again, how could you plan for your safety in case this happens?
- Is there any other information you would like the Police to know about the danger you may be in?
- Describe options to the client e.g. Written warning to the suspect, arresting the suspect, proceeding to court, etc). Explain requirements and implications of each.

1 Adapted from Responding to Domestic Violence. A handbook for Uganda Police Force

2 Adapted from Responding to Domestic Violence. A handbook for Uganda Police Force

- Would you like to see a counselor or health care provider? (Give client the referral list, help her understand her options).
- How would you like the police to help you?
- Let the client read the statement you wrote, if s/he cannot read, read it back to him/her and ask her/him whether it correctly represents her/his case and intentions.
- Explain the next steps that will be taken, ask if s/he is comfortable with this.

ANNEX C³

a) Principles of working with suspects of domestic violence

- Calm down the suspect in case s/he is very angry, anxious or violent
- Use non-judgmental language when interviewing the suspect
- Get suspect's side of the story
- Avoid the question 'why did you use violence?' because it justifies the violent behavior
- Make sure the suspect is under your guidance and control
- Avoid telling the suspect what you discussed with his/her partner
- Avoid revealing the person who called police in case the police carried out any arrest
- Do not allow the suspect to dictate over you.
- Tell the suspect that his/her arrest is a police decision not the victim's decision
- Tell the suspect the kind of offense committed
- Avoid being dragged into issues that are not related to the offense reported

b) Interview guide for Suspects of domestic violence

- Welcome remarks
- Can you tell me what happened between you and your partner?
- Has it ever happened before?
- Are you aware of the crime that you committed? (Explain to suspect what s/he is being charged with)
- Are you aware of the consequences of this crime? (Explain to the suspect what will happen next)
- If case will not be prosecuted, explain to the suspect what other action will be taken (e.g. signed written statement, reporting to LC, etc).
- Tell the suspect that domestic violence is a crime and will not be tolerated
- Would you like to talk to a counselor or other leader? If so, give referral list.

ANNEX D⁴

a) Principles of working with child witnesses of domestic violence

- Address the child at eye level.
- Be friendly and kind to the child.
- Use simple, direct and user-friendly language.
- Explain the role of the Police to the child in simple language.
- Do not interview a child in the presence of a parent who is the perpetrator
- Assure the child that s/he is not in trouble.
- Tell the child that police officers talk with many children about domestic violence.
- Assure the child that s/he is not alone, violence happens to other children in other homes. But its not o.k.
- Ask for the child's permission in case you want to use the information.

b) Interview guide for Child witnesses of domestic violence

- Begin the interview by asking open-ended questions, such as "what would you like to talk about today? or Do you have any worries or trouble that you would like to talk about today? Tell me about your family-what is it like in your home? What were you told about coming here? Why are you here today? (*Use any one question depending on the situation*)
 - Did you see anything happening between your parents?
 - Can you tell me what happened?
 - Did either of your parents try to hurt you? How?

3 Adapted from Responding to Domestic Violence. A handbook for Uganda Police Force

4 Adapted from Responding to Domestic Violence. A handbook for Uganda Police Force

- Was anyone else with you or around when this happened?
- Did you call for help? If yes, whom did you call?
- Were you helped?
- Are you scared to go home? If so, is there any where you could stay (relative, neighbor?)
- Explain to the child the next steps, what will happen after here.
- Would you like to talk with a counselor or probation officer about what is happening at home? If so, explain who they can go to see and arrange for the child if possible

ANNEX E⁵

Interview guide Children experiencing violence

- Introduce yourself to the child
- Please tell me what happened, how were you hurt?
- Has it ever happened to you before?
- How does that make you feel?
- Have you ever reported to anyone like an LC, an uncle or aunt
- Is there anybody else who knows that you experiencing violence?
- Do you have any injuries on your body now (cuts, bruises, burns, etc)? If so are they hurting you now? (refer to health center if appropriate)
- Do you feel safe going back home?
- Is there anywhere else you can go?
- Explain to the child the next steps, what will happen from here
- Would you like to talk with a counselor or probation officer about what is happening at home? If so, explain who they can go to see and arrange for the child if possible.

Bibliography

- Action Aid International Uganda. *Training Manual on Women's Access to Justice for Law Enforcement Officers*. Unpublished
- CEDOVIP and UPF., (2007). *Responding to Domestic Violence. A Handbook for Uganda Police Force*. Kampala
- Baer C., (2002). *Gender Based Violence Facilitator's Guide*. Unpublished
- Common Wealth Secretariat. *Guidelines for Police Training on Violence against Women and Child Abuse*. Gender and Youth Division. London
- Consultancy on GBV Training Materials/ Standards for MGLSD and UNFPA . Report on Training Standards recommendations including results of materials review . DSW Uganda, 2008
- Mederos F, Gamache D, and Pence A., (2004). *Domestic Violence and Probation. Battered Women's Justice Project..* Minneapolis.
- Accessed at www.mincava.umn.edu/documents/bwjp/probation/probationv.html
- Michau L., (2008). *The SASA! Activists Kit for Preventing Violence against Women and HIV*. Raising Voices. Kampala
- Ministry of Health,(2007). *Management of Sexual and Gender Based Violence Survivors*.
- Naker D and Michau L., (2005) "Rethinking Domestic Violence. A Training Process for Community Activists" Kampala.
- Osse A., (2007) *Understanding Policing. A Resource for Human Rights Activists*. IPA Groningen and Regiopolitie Groningen. Amsterdam.
- Penal Code Act CAP. 120 (with amendment Act 2007)
- Rwanda National Police Criminal Investigation Department., (2008). *Child, Domestic, Sexual and Gender Violence Training Manual*
- Sexual and Gender Based Violence in Africa. (2008) Literature review Population council
- The Domestic Violence Act 2010, Bills Supplement, *Uganda Gazette*. Printed by UPPC, Entebbe
- Standard Operating Procedures for Prevention and Response to Children, Domestic Gender- Based Violence and Abuse for Rwanda National Police
- The Constitution on the Republic of Uganda, 1995
- The National Policy Guidelines on Post Exposure Prophylaxis for HIV, Hepatitis B and Hepatitis C, 2007
- Uganda Demographic and Health Survey Report 2006.
- Uganda Police Force and UNICEF., *The Role of the Uganda Police in the Protection of Women and Children's Legal Rights*.
- United Nations., (2007). *Universal Declaration of Human Rights. Dignity and Justice for all of us*. 60th Anniversary Special Edition. United Nations Department of Public Information.
- UNFPA Reproductive Health in Refugee Settings. An inter-agency Field Manual.
- UNFPA and LAW-Uganda (2007)., *Sexual and Gender Based Violence Training Manual*.
- Women in Law and Development Africa- Kenya., (2009). *The Survivors of Sexual Violence Management Toolkit*. WILDAF-K. Nairobi.