TALKING ABOUT DOMESTIC VIOLENCE

A Handbook for Village Facilitators
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JOINT PREFACE

UNDP CAMBODIA, MINISTRY OF INTERIOR AND MINISTRY OF JUSTICE

In its Rectangular Strategy for Growth, Employment, Equity and Efficiency, the Cambodian Government recognises that women are the backbone of the economy and society. The Rectangular Strategy aims to provide Cambodian women with value and hope in life, while promoting gender mainstreaming. It puts high priority on the enhancement of the role and social status of Cambodian women by focusing attention on the implementation of the Gender Strategy, changing of social attitudes that discriminate against women and ensuring the rights of women to actively participate in nation building. One way the Government is committed to achieving this is to increase the percentage of popular awareness that violence against women is a wrongful behaviour and a criminal act to 100% by 2015.

In light of this, this handbook (Talking about Domestic Violence) has been developed as part of the Access to Justice Project, implemented jointly with the Ministry of Justice and the Ministry of Interior with the support of UNDP, for Village Facilitators. Between 2008 and 2010, Village Facilitators in 89 villages conducted Community Conversations on domestic violence in their villages in the provinces of Kampong Chhnang, Kampong Speu, Siem Reap, Rattanakiri and Mondulkiri. Impact surveys show that the methodology is successful in the sense that the Community Conversations have increased awareness and understanding of the issue, have been conducive to creating an environment where the taboo of domestic violence is broken and discussed more openly, and the people in villages where the discussions took place even have the perception that the prevalence of domestic violence decreased.

This handbook includes information on different aspects of domestic violence as well as guidelines of how to undertake each of the ten topics. We hope that the handbook will assist Village Facilitators to continue to talk about and work to address domestic violence in their villages.

We also hope that – in light of the closure of the UNDP Project Access to Justice in 2010 – other organisations will take up the challenge to continue community conversations in other parts of the country to ensure that human rights of women are respected within families.
The Ministry of Interior, the Ministry of Justice and UNDP Cambodia are confident that this handbook will assist in continuing to open up discussions about domestic violence in communities, reduce stigma and contribute to increased support for victims.

Phnom Penh, 18 March 2010

On behalf of the Minister of Interior
H.E. Ph.D. Phon Bunthal
On behalf of the Minister of Justice
H.E. Phov Somphy
On behalf of UNDP Cambodia
Mr. Heng Socheath

On behalf of the Director of Legislation
Director General Department of Judicial Research and Development

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ACKNOWLEDGEMENTS

This handbook has been a joint effort by UNDP and VBNK, with input from counterparts from the Ministry of Justice and the Ministry of Interior and in close collaboration with the Project Management Unit of the Council of Legal and Judicial Reform.

We would like to thank all individuals who contributed to this handbook. May Sreylon and Graeme Storer from VBNK and Bronwen Seal from UNDP have worked hard to develop the handbook and ensure it is easy to understand and practical to use. The Community Capacity Enhancement (CCE) Trainers employed by the Access to Justice Project to train the Village Facilitators have also assisted in developing the handbook: Mr Chun Bora, Mr Lim Pich, Mr Lim Vannak, The Venerable Mony Saveth, Mr Sor Hong, Mr Ung SokSay and Mrs You Sokun. Patricia Curran developed some of the monitoring tools including here and we thank her for this.

The documentation and data collection for this handbook has been supported by Mr. Sok Bora, Deputy Chief of the Department of Legal Education and Dissemination and Project Manager of the Access to Justice Project in the Ministry of Justice, Mr. Mony Virak, Member of the Legislative Council and Project Manager of the Access to Justice Project in the Ministry of Interior and Mr. Kong Rady, National Law Specialist from UNDP. Input and advice from UNDP staff members Ms. Dorine van der Keur, Mr. Srun Rachana, Mr. Long Sona, Mr. Pich Chariya, Mr. Kim Vuthyravong, Mr. Heng Pat, Mr. Nuth Savna and members of the Legislation Group from the Ministry of Interior have been invaluable.

The Village Facilitators from all 89 villages in 17 districts and cities in five provinces, who facilitated Community Conversations on Domestic Violence in their villages between 2006 and 2010, have voluntarily given their time to participate in training and to facilitate these discussions, and for this we are grateful. Officials from the Ministry of Women’s Affairs in the target areas, whom we would also like to thank, have supported them.

We also want to thank the community members who made their time available to participate in the community conversations in Kampong Speu, Kampong Chhnang, Siem Riep, Rattanakiri and Modulkiri provinces. Their insights, feedback and active participation have been invaluable.

German Technical Cooperation (GTZ) and the Ministry of Women’s Affairs have provided excellent resources on domestic violence in Cambodia, resources that have greatly enriched the handbook – thank you. And finally we would like to thank the Agencia Española de Cooperación Internacional para el Desarrollo (AECID, the Spanish Agency of International Development Cooperation), the Spanish Government and UNDP Cambodia for their financial support.
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Domestic violence against women remains widespread in Cambodia. According to the 2005 Demographic and Health Survey, 22 percent of married women between 15 and 49 have experienced physical violence, most commonly by their husbands\(^1\).

The Cambodian Government has made some progress in recent years in establishing a legal framework to address gender-based abuses. In October 1992, the Cambodian Government ratified the Convention for Elimination of all forms of Discrimination against Women (CEDAW). In 2005, a Law on Domestic Violence against Women was adopted. However, law enforcement remains weak and is compounded by a corrupted legal system.

The subject of domestic violence is not openly discussed in public and abuses are rarely reported in Cambodia. The reasons behind this are complicated and often intermingled. Lack of education and awareness of legal rights are a major cause. In fact, many respondents mentioned this as a contributing factor in the baseline survey undertaken at the beginning of the project\(^2\). More than 25 percent of women who have been subjected to sexual and physical domestic violence do not think they have been abused\(^3\). Fear of retaliation and financial costs – which most Cambodian women can’t afford – to bring a case to court or even obtain a medical certificate from a doctor to prove the abuse also discourages many Cambodian women from taking legal action.

Above all, cultural elements as well as widely accepted norms of conduct for women seem to be the biggest and the most disturbing factors in the persistence of domestic violence. Traditional beliefs about the subservient role and status of women and social stigmatisation of those women who take legal action against their husbands contribute to a culture of impunity that allows perpetrators to believe they have the ‘right’ to abuse. Some women do not wish to report abuses or to involve authorities due to shame and social stigma. Furthermore, there is enormous social pressure on women, both from legal authorities and from the community itself, to remain with abusive husbands, which may even legitimise the violent behaviour. Even in serious cases of exploitation and abuse, women often seem to obey traditional values and forms of community arbitration and accept monetary compensation rather than legal justice.

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The weak social and economic positions of women make them even more vulnerable to physical attacks and abuses. Many women would be unable to support themselves financially if they were to leave an abusive relationship. In many cases, women may choose not to pursue legal action because they risk losing financial support for themselves and their children if a husband is imprisoned.

Those who do decide to take legal action often face discriminatory judicial and legal systems that sympathise with men and too often emphasise reconciliation as the answer. This is certainly the case in the project areas where villagers reported being most comfortable with community arbitration.

Among police and legal authorities, there is an overall indifference towards domestic violence because they consider it a private or domestic matter. Indeed, rape within marriage is not a crime under Cambodian law. Domestic violence is not only restricted to women. Children under 15, especially in rural areas, are frequently victims of parental physical and sexual abuse. The root of such violence can be traced back to cultural norms that place women and children in subservient positions. There also seems to be a strong link between increased domestic violence and growing poverty and lack of education. There is a higher level of violence among poor women in the countryside where levels of literacy and education are low. According to research conducted by the Cambodian League for the Promotion and Defence of Human Rights, 19.8 percent of female victims have no education at all.

Women’s inability to assert their rights, both financially and legally, and a corrupted legal system in which officials often take bribes from offenders, seem to reinforce a culture of impunity and tacit acceptance that emboldens unlawful settlements. As many as 60 percent - 70 percent of all reported abuses against women in Cambodia are settled out of court and other outlawed actions against women, such as prostitution, rape, trafficking and forced labour. Although it is hard to change traditional norms and ‘codes of conduct’ imposed upon women, raising women’s awareness of their legal rights and establishing an effective legal system that seeks to protect women from abuse seem to be essential in fighting against domestic violence in Cambodia.

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The Access to Justice Project was implemented from 2006 – 2010 in Cambodia to create solutions that bridge the gaps between the formal and informal justice systems in a way that is effective, responsive and accessible. The project focused on alternative dispute resolution mechanisms and targets assistance to the most marginalised Cambodians: the poor, women and indigenous people. The project worked on both the demand and supply side of justice. The demand side was strengthened through community capacity enhancement on the issue of domestic violence.

Capacity has been enhanced through:

- Training of Village Facilitators to build their understanding of domestic violence issues as well as providing them with the skills to facilitate community conversations in their villages.

- Facilitating community conversations about domestic violence in the target villages, which increased awareness about domestic violence issues, so that men and women were able to talk openly about domestic violence and about how to respond to incidences of domestic violence within their communities.

Three Village Facilitators from 89 villages in five provinces were trained (in most cases, two women and one man). For the Village Facilitators, there was an initial six-day facilitator training session followed by five two-day training sessions. After each session, the Village Facilitators returned home to facilitate community conversation sessions in their villages, returning after two months for another training session. The total training period was ten months. The sessions covered ten different topics related to domestic violence, as included in Chapter 3 below, as well as communication and facilitation skills. In all, the Village Facilitators held ten Community Conversations (one session every month) covering the ten topics. All villagers were invited to attend each conversation.

Green Goal and Intermedia undertook two baseline surveys, the first in 2008 in Kampong Speu, Kampong Chhnang and Siem Reap provinces and the second in 2009 in Mondulkiri and Rattanakiri provinces. Mid-term surveys were undertaken in 2009 and early 2010, but due to delays, it was not possible to undertake end-term surveys.

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Talking about Domestic Violence
The mid-term survey in Kampong Chhnang, Kampong Speu and Siem Reap provinces found that there is an increased awareness of domestic violence in the villages that participated in community conversations, when compared to baseline surveys in the same areas\(^8\). The majority of villagers (88 percent among men and 93 percent among women) had either heard about or knew someone who had experienced domestic violence in their village, and more villagers reported that domestic violence was a frequent occurrence in their village. It may be assumed that villagers are now more sensitive to what constitutes frequent occurrences of domestic violence. In addition, there has been a noticeable increase in how male villagers perceive domestic violence. At the same time, there has been a decline in the number of cases that the villagers and commune chiefs have heard about.

There has also been a change in understanding of domestic violence concepts. While villagers still define domestic violence in their villages mostly along the lines of verbal and physical abuse, they now have a broader understanding of domestic violence and include lesser-known types – such as psychological, economic, and sexual abuse – among the types of domestic violence they have heard about in their village. This may possibly indicate not only increased knowledge about different types of domestic violence but also a greater willingness to acknowledge more taboo forms of abuse.

When faced with domestic violence, a larger proportion of villagers displayed the same emotional reaction – being upset, angry, and/or shocked – than in the baseline survey. It appears though that commune chiefs may hold an idealised picture of villagers’ willingness to openly discuss domestic violence. In fact a cloak of silence remains to some extent.

Community members interviewed in the mid-term survey reported feeling a strong sense of responsibility for the welfare of their neighbours. The vast majority reported they would intervene if there was an incidence of domestic violence in their community. In addition, 94 percent of villagers and all the chiefs interviewed thought that a person who commits domestic violence should have measures taken against them. Two thirds of villagers think that the village chief should be responsible for executing measures against perpetrators, an increase from the baseline surveys. This indicates a strengthening in the position that domestic violence should be dealt with at the village, rather than the commune level.

Most villagers are aware of the need of victims for assistance and various follow-up services, for example, trauma counselling. While Village Facilitators are available to intervene when domestic violence occurs, their skills are limited and they are unable to provide counselling. Thus there is a gap between what victims of domestic violence need and what is available to them.

\(^8\) UNDP Cambodia (2009), Community Conversations Project: Mid-point Survey Report, Kampong Chhnang, Kampong Speu and Siem Reap, Intermedia and Green Goal, Phnom Penh, Cambodia.
INTRODUCTION

1.1. Purpose of the handbook

This handbook describes the Community Conversation methodology – what it and why it is relevant in Cambodia – and provides guidelines for how to conduct successful Community Conversations on domestic violence. It builds on the experience built up by the Access to Justice Project Team and draws from expertise from others working in this area.

1.2. Who the handbook is for

This handbook has been developed primarily for use by Village Facilitators who have been trained in the Community Capacity Enhancement (CCE) methodology. It contains clear descriptions on how to use various participatory tools as well as simple background information on each of the ten topics. As such, it can also be used as a resource by others who want to replicate the process in their own communities.

UNDP Cambodia has many years of experience in the CCE methodology, and its use for Community Conversations on domestic violence has been very successful. Therefore this handbook may also be of use to other organisations planning to implement a similar approach at the community level, to get communities Talking About Domestic Violence.

1.3. How to use the handbook

The handbook has been designed to be both a practical guide and a reference for Village Facilitators. As such, each session includes an introductory section, which Village Facilitators can read before undertaking each session to re-familiarise themselves with the session material and the topic. This introductory session should also be used as a basis for introducing the session to the participants. However it is not included so as to be read out to the community but to provide the facilitator with background information for the conversation.

Before each session, the Village Facilitators should write down the objectives of the session on flipchart and plan how they will introduce the topic to the participants. Worksheet and instructions for group work should also be written on a flipchart before you go to the session. For more ideas on how to plan for each session, see tips for organising a successful community conversation in Chapter 5.
The interactive activities included in each session are very important; discussing ideas and information helps people to learn effectively and remember what the session was about in the future. Village Facilitators should ensure the objectives of the session are clear and enough time is allowed for each activity; good preparation will help with this.

Appendix I includes information on protection orders and Appendix II includes key articles from the sub-decree on civil registration. Appendix III includes formats that can be used to monitor the community conversations, and appendices IV and V include references to other material for further learning. In Appendix VI Village Facilitators will find examples of marriage and birth certificates that they can share with community members who may not have seen these before.
CHAPTER 2

COMMUNITY CONVERSATION OVERVIEW
COMMUNITY CONVERSATION OVERVIEW

2.1. Why community conversations?

Experience clearly demonstrates that community conversations can inform and deepen our understanding of critical issues in the Cambodian social development sector.

• Firstly, they provide communities with the space to identify and talk about crucial issues and subjects, which may be otherwise silent in Cambodian society. Several specific themes including poverty and persistent insecurity, HIV/AIDS, gender and sexuality, engaging men as allies against gender-based violence, youth and drug abuse, and the link between unemployment and cross-border migration have all emerged as important conversation topics in the Cambodian context.

• Secondly, they can break down hierarchy and promote equity through open access to information and by bringing together large numbers of people across gender, age, ethnicity, religion and class. Community conversations draw on creative and participatory approaches to provide a safe space for listening, and which promote inclusion, invitation and agreement making. For example, storytelling, drawing pictures and mapping exercises help stimulate conversations about family and community experiences and cultural meanings and also allow those who may not have learnt to read to fully participate.

2.2. What is a community conversation?

The community conversation is an event where community members come together to identify and analyse their problems, decide on solutions and plan a course for action.

It draws on a participatory approach of co-learning among facilitators and communities, where the facilitator too must critically examine her/his own attitudes and beliefs. This process of discovery and co-learning allows development practitioners and community members to be released from fears of talking about difficult issues and to work in beneficial ways with others.

Community conversations can have a very powerful effect on participants. They allow people who have never felt able to communicate before to do so. Through using an interactive, participatory approach to understanding issues and generating potential solutions, community conversations encourage confidence in participants’ own knowledge.

2.3. How do community conversations work?

Six key elements are central to the success of a community conversation.

**Relationship-building**
Building a relationship of mutual trust, understanding and respect with communities is the foundation of a community conversation. The facilitator needs to develop an appreciation of local values when working with communities and to practise deep listening and skilful questioning to aid this process.

**Identification of community concerns**
Community concerns are issues that worry or disturb communities, and are triggered by their insights into the concerns. An underlying premise of the approach is that communities can and do identify their own concerns and needs. The facilitator’s role is to guide them through strategic questioning. If the facilitator imposes his or her views onto the community, this may not result in identifying the real concerns of the people. Consequently, any solution that evolves from such an imposition is doomed to fail.

**Exploration of community concerns**
Identified concerns are put through a rigorous exploration using appropriate language, for example, using local dialects or minority languages, using appropriate techniques (such as storytelling and visual mapping) and not using unnecessary technical terms. The exploration leads to a deeper understanding of the underlying factors contributing to the identified concerns.

**Decision-making and planning**
Communities make specific decisions for priority actions, based on the findings of their exploration. In this planning phase, communities are supported to apply the basic planning questions of ‘what, how, when, where and who’ to each decision made.

**Action**
Decisions taken consist of changes that must be implemented and sustained over time. It is important to involve as many community members as possible in the decision making, so that the community assumes ownership of the process and ensures the sustainability of the solution.

**Reflection and review**
This is a facilitated reflection and review. While reflection is a closing phase of the process, it is also a practice woven throughout the entire process, and all community sessions should conclude with a reflection and summary. Follow on sessions begin with a recap of agreements or discussion from the previous session and so on.
2.4. What do community conversations hope to achieve?

By encouraging dialogue across difference, the community conversation contributes to social cohesion. Issues, solutions and lessons from one community can be transferred and shared with other communities (at a district, provincial and even national level). This process of transfer, once started, has the potential to contribute to a scaled-up response.

The possibility of the methodology is to foster transformation and produce results. Actions proposed by a particular community often require interface with other organisations and wider civil society, and can influence Domestic Violence advocacy efforts and the enforcement of human rights, including women’s rights.

2.5. How have community conversations been used in Cambodia?

In Cambodia the combination of hierarchical culture, patronage and an education system that discourages questioning has resulted in a reluctance to openly oppose, disagree with or even to question those who have power. This mindset has been exacerbated by Cambodia’s legacy of genocide, civil war, displacement and loss. Living with uncertainty for a prolonged period of time has, for many, resulted in a loss of confidence and feelings of powerlessness, lack of trust, fear and a reluctance to take initiative. Thus the need to foster wellbeing and to strengthen social cohesion is of paramount importance to Cambodia’s development.

Community conversations meet the development needs of Cambodia in several ways:

- First, they provide a safe environment where debate and the exchanging of different ideas can occur.
- Second, they allow for people from different walks of life to listen to and learn from each other (for example, young and old, government and non-government, urban and rural, lowland and highland and so on).
- Third, they draw on existing, local knowledge, thereby increasing confidence and ownership.

Community conversations have a universal application across a variety of communities and for a diverse range of themes, and a number of organisations within Cambodia have made use of this tool.

- The United Nations Development Programme (UNDP) has used community conversations in relation to the HIV/AIDS epidemic. They have found that these dialogues provided a far more effective tool for awareness raising about HIV than the traditional approach of lectures, pamphlets and posters, which often leave communities with ‘bleak, prescriptive messages that deny them the benefits of dialogue on how the community could be affected’\textsuperscript{10}. Instead, villagers have been able to talk openly, sometimes for the first time, about their concerns about HIV/AIDS. Prevalent myths about the virus have been discussed alongside the identification of how the virus spreads and ways it can be prevented.

• The Khmer Youth Association has organised a series of camps to bring young people from different communes together to discuss and resolve obstacles for building youth solidarity.

• VBNK has been using community conversation techniques to conduct trans-generational dialogues around issues of development, such as youth and employment, migration and balancing ‘modern’ and traditional values.

• The World Bank has been promoting the use of community conversations in Cambodia, with the aim of improving levels of governance and accountability. Their approach includes providing communities with tools and training in social accountability in order to develop and improve civil society and its ability to act as a check on the state.

• The Access to Justice Project has been using community conversations to facilitate conversations with communities about domestic violence with the aim of breaking the silence around domestic violence and helping communities to identify what support and resources are available to victims of domestic violence.

This document describes the work UNDP and the village facilitators have been doing and provides guidelines for conducting successful conversations.
CHAPTER 3

SESSION PLANS FOR TALKING ABOUT DOMESTIC VIOLENCE
# SESSION PLANS FOR TALKING ABOUT DOMESTIC VIOLENCE

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<tr>
<th>TOPIC</th>
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| Session 1: Definition and types of domestic violence | • Domestic violence is a dispute that occurs between a husband and wife, a father or mother and his/her dependent children, or a man or woman and any other person living under the same roof or household.  
• Domestic violence includes physical violence, sexual violence, psychological violence (including insults, threats and solitary confinement) and economic abuses committed by one or more persons on another person or persons living in a family. |
| Session 2: Behaviours and attitudes that can increase incidents of domestic violence | • People often blame being drunk for their violent behaviour. But while alcohol consumption, gambling and feelings of powerlessness are factors that increase levels of violence; they are not the cause of domestic violence.  
• Some people believe that men are allowed to control women. This can lead to violence. There are Khmer social customs that make people believe that men are in charge of women and that men have greater value than women. However, men and women are equal and have the same rights. |
| Session 3: The impact of domestic violence | • The impact of domestic violence can be severe. Apart from injury and pain, victims can also suffer economic losses. Domestic violence causes serious consequences for women’s health and well being, ranging from anxiety to physical illness. Victims may fear for their lives and the lives of their family members. Such fear affects confidence, sense of safety, and the ability to think clearly and to solve problems or plan for the future.  
• Domestic violence is of public concern and has a negative impact on family members, including children, victims, others in the household and the perpetrators themselves. It also has a negative impact on communities and the broader society. |
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| Session 4: Beliefs and facts about domestic violence | • There are many myths and incorrect beliefs about domestic violence, such as: domestic violence only happens in poor, uneducated households; domestic violence is an internal affair and not a problem of society; men are only violent when they are drunk and do not know what they are doing; and women should not share problems with people outside of the family.  
• Domestic violence can occur anywhere in all social classes and groups.  
• There are high social costs from domestic violence, alcohol can lead to violence against women but it does not cause it, and women should be encouraged to speak out and seek help.  
• It is possible to dispel myths about domestic violence through community conversations such as these. |
| Session 5: Perpetrators of domestic violence | • All reasons for conflict can be dealt with without acts of violence or abuse. They should not be used as an excuse for violence.  
• Studies have shown that perpetrators of violence against women and children often use similar excuses and strategies to deny the gravity of the abuse.  
• Most abusers do not believe that they have a problem, or that there is any reason to change. However, the problem is something only the abuser can fix. |
| Session 6: The roles and duties of local authorities in cases of domestic violence | • Whoever has been beaten at home deserves assistance and protection. Their families, friends, communities, NGOs and local authorities can support them.  
• As well as police, other authorities also have a duty to intervene. They include village chiefs, commune chiefs, other members of the commune council and officials of the Ministry of Women’s Affairs.  
• The nearest competent authorities can and should intervene urgently in domestic violence that is occurring or is about to occur in order to prevent the violence and protect victims. |
| Session 7: Domestic violence-related offences and relevant laws | • The law defines domestic violence as physical, sexual, psychological and economical coercion between people living in one household. It has three objectives:  
1. To establish all necessary help for the victims of violent acts.  
2. To create the legal basis for authorities to intervene.  
3. To give victims the right to ask for protection in the form of a protection order from the court.  
• Victims of domestic violence can apply for a protection order at the provincial or municipal court. |
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| **Session 8: Civil registration and its advantages** | • Civil registration is important for a number of reasons including to file for divorce, to claim the rights as a spouse or for a child in a divorce case (e.g. rights to division of joint property, alimony for the spouse, child support (for food, clothing and education), child custody and visiting rights and to ensure rights over the property of the deceased.  
• Civil registration includes registering the planned marriage at the commune office of the bride at least ten days before the planned wedding day, obtaining the marriage certificate from the commune office after the wedding, registering the birth of children within 30 days of the birth of the child, and obtaining a death certificate within 15 days of the death of relatives. These activities are done at the commune office. |
| **Session 9: Divorce** | • There are advantages and disadvantages to divorce.  
• Advantages include that women can be free and away from the harm and damage caused by the perpetrators, they have an opportunity to find a new and caring partner and that children no longer suffer from the father’s actions.  
• A disadvantage of divorce is that generally, the perpetrators are also the breadwinners of the families, which means the income of the family may be reduced. Also, the perpetrators are not always willing to support their children, especially if they have found a new partner. Divorced women are also often stigmatised by their communities. |
| **Session 10: Resources available in the community** | • There are many social resources available to victims of domestic violence, including representatives from the office of Women’s Affairs, the Women and Children’s focal point in the Commune Council, the Village Chief, the police, the Provincial court, the health centre and the Village Facilitator.  
• Friends, family and neighbours of the victim can support victims of domestic violence by listening to and supporting the victim, advising her of what her options are, and offering her a safe place to stay.  
• All of these people have a role to play in both preventing domestic violence and protecting victims. |
3.1. Session 1: Definition and types of domestic violence

Introduction

Domestic violence is not a new phenomenon. As in many other countries in the world, it has been happening for long time in Cambodia. Domestic violence has had harmful impacts on the life and development of thousands of women in Cambodia; it is mostly women who are the victims. Traditionally in Cambodian society, women are considered to have a lower social status relative to men, and gender based violence is one manifestation of this lower status\(^\text{11}\). Control over women is expressed in a variety of ways: through physical violence as well as psychological violence, for example showing anger and jealousy if the wife speaks to other men, accusations of infidelity, limiting contact with family and friends and insisting on knowing her whereabouts at all times. Many women lack awareness about what action they can take to break away from what is often a cycle of persistent domestic violence. The legal system is often also ill equipped to assist women. Many women are also constrained by social and cultural expectations, both to keep quiet and to accept the abuse.

There are many different forms of violence against women. Domestic violence includes physical violence, sexual violence, psychological violence (including insults, threats and social isolation) and economic abuse or coercion by one (or more) persons in order to control another person(s) that live(s) in the same household. It includes threats and intentional damage to the victim’s property and is carried out by somebody in a personal relationship with the victim in order to control the victim (mother controls child; landlord controls servant; husband controls wife)\(^\text{12}\).

According to the Law on the Prevention of Domestic Violence and the Protection of Victims, there are four types of domestic violence:

1. **Physical**: Violence that causes victim(s) to suffer injuries, scars, crippling or death. For example: hitting, kicking, stabbing, shooting, killing.

2. **Psychological**: Violence that causes victim(s) to suffer apprehension or mental sicknesses. For example: threatening with violence, humiliation, sexual humiliation, systematic defamation of the victim or her/his relatives.

3. **Sexual**: Violence that causes victim(s) to suffer sexual harassments and torture. For example: rape (including within the marriage) and other forms of sexual abuse.

4. **Economic**: Violence that causes victim(s) to suffer losses of materials and money. For example: not providing sufficient money for the victim to cover family expenses, forcing the victim to give the perpetrator her/his income, only providing money for the victim under the condition that s/he complies with certain unjustified requests of the perpetrator.

Progress has been made towards reducing domestic violence in Cambodia but there is a long way to go. This session will discuss domestic violence – what it is and the different types of domestic violence and different experiences.

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11 German Technical Cooperation (GTZ) and the Ministry of Women’s Affairs of the Royal Government of Cambodia (2005), *Domestic Violence: A training manual to raise awareness*, Phnom Penh, Cambodia.

Objectives: (written on flipchart)

Material: Flipcharts, markers, white board, scissors

Time: 1 hour and 40 minutes

Methods: Presentation, brainstorming and pair work

What is domestic Violence?

Objectives

By the end of this session, community members will:

- Understand about domestic violence (what it is) and the various types of domestic violence
- Share practical experience of domestic violence

Four types of domestic violence
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<tr>
<th>STEPS:</th>
<th>1. Warm up exercise</th>
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<tbody>
<tr>
<td>10 minutes</td>
<td>Each session should begin with a brief warm up activity – some warm up activities are given in Chapter 6. For session 1, use the activity for Setting Ground Rules. In the first session, the facilitators should also briefly introduce their role and how they are involved in the project.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>2. Presentation</td>
</tr>
<tr>
<td></td>
<td>2.1. Introduction to the session:</td>
</tr>
<tr>
<td></td>
<td>• The facilitator needs to briefly summarise key points from the introduction above.</td>
</tr>
<tr>
<td></td>
<td>2.2. Presentation of session objectives:</td>
</tr>
<tr>
<td></td>
<td>• Ask one or two participants read the objectives (written on a flipchart).</td>
</tr>
<tr>
<td>20 minutes</td>
<td>3. Brainstorming</td>
</tr>
<tr>
<td></td>
<td>3.1. Facilitator asks the first question (written on a flipchart) and allows time for participants to answer. While one facilitator leads the question-and-answer session (Q&amp;A), the second facilitator records the answers given by the participants.</td>
</tr>
<tr>
<td></td>
<td>• What do you know about domestic violence? What is it?</td>
</tr>
<tr>
<td></td>
<td>3.2. The facilitator then asks the next question (written on a separate flipchart). Again, one facilitator leads the Q&amp;A; the other records the answers on the flipchart.</td>
</tr>
<tr>
<td></td>
<td>• Domestic violence occurs between who and whom?</td>
</tr>
<tr>
<td></td>
<td>3.3. Finally, the facilitator then asks the third question.</td>
</tr>
<tr>
<td></td>
<td>• How many different types of domestic violence can you name?</td>
</tr>
<tr>
<td>30 minutes</td>
<td>4. Pair work</td>
</tr>
<tr>
<td></td>
<td>4.1. Tell the participants to work in groups of two or three to do the following: Review what is written on the three flip charts, then discuss:</td>
</tr>
<tr>
<td></td>
<td>• which form of domestic violence is most common?</td>
</tr>
<tr>
<td></td>
<td>• who is most affected by domestic violence and why?</td>
</tr>
<tr>
<td></td>
<td>4.2. After 15 minutes discussion, ask different pairs to share their responses.</td>
</tr>
</tbody>
</table>
Whilst pairs review the information on the three flipcharts from the brainstorming session and discuss the two questions above in pairs, they can complete a flipchart like this.

<table>
<thead>
<tr>
<th>common forms of domestic violence</th>
<th>who is most affected?</th>
<th>why?</th>
</tr>
</thead>
<tbody>
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</table>

Working in pairs
# STEPS:

<table>
<thead>
<tr>
<th>20 minutes</th>
<th>5. Closing the session</th>
</tr>
</thead>
<tbody>
<tr>
<td>The facilitator then draws on the answers given by the participants to give further input about what domestic violence is.</td>
<td></td>
</tr>
<tr>
<td>5.1. S/he should begin by showing agreement with where their responses are the same as those presented by the facilitator (below). Note: this will help validate the participants’ views and also build their confidence to speak out.</td>
<td></td>
</tr>
<tr>
<td>5.2. S/he then provides new inputs or gently corrects any perceptions that are not quite on the mark.</td>
<td></td>
</tr>
<tr>
<td><strong>Definition:</strong></td>
<td></td>
</tr>
<tr>
<td>Domestic violence is a dispute that occurs between a husband and wife, a father or mother and his/her dependent children, or a man or woman and any other person/persons living under the same roof or household.</td>
<td></td>
</tr>
<tr>
<td><strong>There are four types of domestic violence:</strong></td>
<td></td>
</tr>
<tr>
<td>• <strong>Physical:</strong> Violence that causes victim(s) to suffer injuries, scars, crippling or death.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Psychological:</strong> Violence that causes victim(s) to suffer apprehension or mental sicknesses.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Sexual:</strong> Violence that causes victim(s) to suffer sexual harassments and torture.</td>
<td></td>
</tr>
<tr>
<td>• <strong>Economic:</strong> Violence that causes victim(s) to suffer losses of materials and money.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>6. Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>How do you feel about this session?</em></td>
<td></td>
</tr>
<tr>
<td><em>What did you learn?</em></td>
<td></td>
</tr>
</tbody>
</table>

## Tips for facilitator

- Use a flipchart to record participants’ answers.
- You only have 10 minutes for collecting the answers, so do not ask everyone to give all their answers.
- Ask one pair to give an answer for one type. Then ask if everyone agrees, and note different ideas.
- Then ask another pair to give an answer for a different type and so on until you have competed the exercise.
3.2. Session 2: Factors that contribute to domestic violence

Introduction

The factors that contribute to domestic violence have their roots in social customs, standards and rules that prescribe certain patterns of behaviour for men and women. Society supports and rewards those who obey these rules and punishes those who deviate from them. This behaviour is largely a result of traditional upbringing, in which aggressive male behaviour is often seen as the only approach to problem resolving. Boys are taught that they must be pushy and aggressive towards other people if they are to achieve their goals. At the same time, girls are taught to endure and to be both accommodating and submissive to men, limiting their own desires and interests.

Some factors that may increase violence:

- Alcohol and drugs make it difficult for some people to control their behaviour. They might turn to violence to solve their problems.
- Parents and teachers who hit children are teaching them to solve problems using violence.
- Some people who do not have jobs can feel powerless. They might try to feel more powerful by beating their family or fighting with other people.
- Some TV and radio programmes show that violence and criminal behaviour is the way to success. Children should not watch or listen to these programmes.

There are also some beliefs that can increase violent behaviour, such as:

- Some people believe that men are allowed to control women. This can lead to violence. There are also Khmer social customs that make people believe that men are in charge of women and that men and women must behave and divide work in certain ways. However, men and women are equal and have the same rights.
- Some people believe real men should be aggressive and real women should be submissive. This may result in violence.

13 Adapted from GTZ booklet on violence. Ministry of Women’s Affairs and German Technical Cooperation (GTZ) (2006), What is Violence?, Phnom Penh, Cambodia.
**Objectives:** (written on flipchart)

**Material:** Flipcharts, blue, red and black markers

Three different coloured kroma (scarves) or coloured pieces of cloth

**Time:** 2 hours

**Methods:** Presentation, socio-metry and mind map

---

**Factors that contribute to domestic violence**

**Objectives**

By the end of this session, community members will:

- Understand about factors that can contribute to domestic violence.
- Share practical experiences about domestic violence.

---

Men have a choice about how they behave when they come home after drinking with friends.
### STEPS:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 min</td>
<td><strong>1. Warm up exercise</strong></td>
<td>Select a suitable and fun warming up activity from Chapter 6 to help everyone to relax and focus.</td>
</tr>
<tr>
<td>10 min</td>
<td><strong>2. Review of previous session (session 1)</strong></td>
<td>The facilitator should begin by summarising key definitions and ideas from the previous session by asking:</td>
</tr>
<tr>
<td></td>
<td><strong>What do you remember about domestic violence</strong></td>
<td>(Facilitator can prompt with questions such as ‘What is domestic violence?’)</td>
</tr>
<tr>
<td></td>
<td><strong>How many different types can you remember?</strong></td>
<td></td>
</tr>
<tr>
<td>10 min</td>
<td><strong>3. Presentation</strong></td>
<td>3.1. Introducing the session. Facilitator should summarise key points from the introduction above.</td>
</tr>
<tr>
<td></td>
<td>3.2. The facilitator will then present the objectives of the session</td>
<td>and ask two to three participants to read the session objectives that have previously to been written on a flipchart.</td>
</tr>
<tr>
<td>30 min</td>
<td><strong>4. Socio-metry</strong></td>
<td>4.1. The facilitator sets up the activity by explaining the following:</td>
</tr>
<tr>
<td></td>
<td><strong>Imagine there is a line down the centre of the room (or sala or wherever the conversation is being held).</strong></td>
<td>4.1.1.</td>
</tr>
<tr>
<td></td>
<td><strong>This end is north</strong></td>
<td>4.1.2. s/he walks to the northern end and places one of the kroma on the floor.</td>
</tr>
<tr>
<td></td>
<td><strong>This end is south</strong></td>
<td>4.1.3. s/he walks to the southern end and places another coloured kroma on the floor.</td>
</tr>
<tr>
<td></td>
<td><strong>And here in the middle is neutral</strong></td>
<td>4.1.4. s/he places a third coloured kroma in the middle (neutral) spot.</td>
</tr>
<tr>
<td></td>
<td><strong>I am going to read out a statement.</strong></td>
<td>4.1.5.</td>
</tr>
<tr>
<td></td>
<td><strong>If you agree with the statement then you will move and stand by the north kroma.</strong></td>
<td>• If you agree with the statement then you will move and stand by the north kroma.</td>
</tr>
<tr>
<td></td>
<td><strong>If you disagree with the statement, then you move and stand by the south kroma.</strong></td>
<td>• If you disagree with the statement, then you move and stand by the south kroma.</td>
</tr>
<tr>
<td></td>
<td><strong>If you neither agree nor disagree, then stand by the neutral kroma.</strong></td>
<td>• If you neither agree nor disagree, then stand by the neutral kroma.</td>
</tr>
<tr>
<td></td>
<td><strong>The main cause of domestic violence is because men think that they are breadwinners.</strong></td>
<td>4.2. The facilitator then reads out the first statement, saying: Listen to the first statement and then move to north, south or neutral.</td>
</tr>
<tr>
<td></td>
<td><strong>Can someone from the north group explain why you agree with this statement?</strong></td>
<td><em>Listen to the answer and say ‘thank you.’</em> Do not debate, agree or disagree.</td>
</tr>
<tr>
<td></td>
<td><strong>Can someone from the south group tell me why you disagree with the statement?</strong></td>
<td>(As above).</td>
</tr>
</tbody>
</table>
4.2.3. Then, ask: **Can someone from the middle group tell me why you are neutral on this statement?**

The facilitator then repeats the same process with each of the following statements.

*Now listen to the second statement:*

*Men behave violently because they get drunk and gamble* (follow the same process as above).

...third statement:

*Men behave violently because their wives cannot make profit in their work* (follow the same process as above).

...the fourth statement:

*Men behave violently because they follow the example set by their fathers* (follow the same process as above).
30 minutes

5. Mind map

5.1. The facilitator begins by dividing participants into groups (seven to ten per group).

5.2. The facilitator then asks the group to discuss the following question

- What factors can contribute to domestic violence?

**Tip for facilitator:** prepare flipchart for the mind map beforehand as an example.

---

10 minutes

6. Group presentation

6.1. The facilitator asks one group to present their answer to the question S/he then asks another group if they had the same answer or something different – if different what was different?

6.2. She then calls on other groups to give any more answers that are different.

**Tips for facilitator:** Make sure each group gets to give at least one answer. But do not let each group give all their answers. Otherwise you will run out of time.

You will need to make sure the group is clear about the difference between factors that contribute to domestic violence (e.g. alcohol) and the underlying causes (societal norms and ways of thinking).
### STEPS:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td><strong>7. Closing the session</strong></td>
</tr>
<tr>
<td></td>
<td>7.1. The facilitator wraps up by emphasising that domestic violence is not because of alcoholic, gambling or feelings of powerlessness – these are factors that increase levels of violence.</td>
</tr>
<tr>
<td></td>
<td>7.2. The underlying cause of domestic violence is that some people believe that men are allowed to control women. There are Khmer social customs that make people believe that men are in charge of women and that men have greater value than women. However, men and women are equal and have the same rights.</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>8. Final reflection</strong></td>
</tr>
<tr>
<td></td>
<td>• The facilitator will ask participants how they felt about the session.</td>
</tr>
<tr>
<td></td>
<td>• Finally, s/he will ask: <em>What did you learn?</em> This allows the facilitator to respond to any last questions or to clear up any misunderstandings.</td>
</tr>
</tbody>
</table>

Example of what people may include in the flipchart.
3.3. Session 3: The impact of domestic violence

Introduction

The impact of domestic violence can be severe. Apart from injury and pain, victims can also suffer economic losses. Domestic violence causes serious consequences for women’s health and well being, ranging from anxiety to physical illness. Victims fear for their lives and the lives of their family members. Such fear affects confidence, sense of safety, ability to solve problems or to plan for the future.

Domestic violence is of public concern and has a negative impact on family members, including children, victims, others in the household and the perpetrators themselves. It also has a negative impact on communities and the broader society.

Impact on women: Violence has significant economic, physical and psychological effects on women. It can cause women to lose the ability to work and earn income. It can destroy women’s confidence and impair their ability to function. They may also experience feelings of isolation and fear.

Impact on children: Violence has many physical, mental and emotional consequences for children. It can harm their development and hurt the ability to become a healthy adult and useful member of society. A child’s survival and development is also affected by depression in a mother, and aggression in a father.

Children exposed to domestic violence also experience difficulties in sleeping, eating, physical complaints without a clear medical cause, delays in development (not developing at the normal rate for their age), social withdrawal, problems with school work due to missing days of school and difficulties or inability to concentrate in school, depression and anxiety. It also causes behavioural effects such as: aggression, depression, poor performance at school, cruelty to animals, copying aggressive behaviour and language, running away, lying to prevent violent behaviour and, worst of all, using violence to solve problems.

Domestic violence also has a great impact on how children contribute to society when they are older. Children who are regularly exposed to violence do not learn how to deal with conflict properly. They also often copy the behaviour of their parents: boys can become the future abusers of their wives or girlfriends, and girls learn to be submissive and tolerate violence from men, as if this is the natural thing to do. Studies in Cambodia have shown that many street children were subject to abuse at home and/or were exposed to domestic violence.

Impact on community and society: Violence against women has a serious impact on the country’s social and economic situation. In a community in which violence occurs, the social atmosphere becomes abnormal; the health and well being of its members are affected; anxiety, fearfulness and depression hinder the social harmony. Children miss school and women and men miss work, thus losing income in several ways. These economic losses have impacts on the development of the community and society as a whole. Domestic violence affects all in the community.

14 Partly adapted from German Technical Cooperation (GTZ) and the Ministry of Women’s Affairs of the Royal Government of Cambodia (2005), Domestic Violence: A training manual to raise awareness, Phnom Penh, Cambodia.
Domestic violence can affect children's ability of concentrate in school.
# STEPS:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10 minutes | **1. Warm up exercise**  
Select a suitable and fun warm activity from Chapter 6 to help everyone to relax and focus. |
| 10 minutes | **2. Review of previous (session 2)**  
The facilitator should summarise key words from session 2 by asking:  
*What do you remember from the last session about factors that contribute to domestic violence?* |
| 10 minutes | **3. Presentation**  
3.1. The facilitator can then introduce the session by summarising key points from the introduction above.  
3.2. Next, s/he should introduce the objective for the session and ask one of the participants to read out the objective.  
**Tip for facilitator:** Make sure the objective is written on the flipchart before the session begins. |
| 30 minutes | **4. Brainstorming**  
4.1. The facilitator starts out by asking participants the following questions:  
*Who is affected by domestic violence? How are they affected?*  
4.2. One facilitator should lead the group; the other will list all the answer on a flipchart.  
4.3. S/he should then group the answers into five clusters:  
* The victim.  
* Children in the family.  
* The family as a whole.  
* The community and society.  
* The perpetrator.  
**Tip for facilitator:** not every group will identify the perpetrator. In this case, probe the group by asking: *what about the perpetrator? Is he/she also affected?* |
| 30 minutes | **5. Group discussion**  
5.1. The facilitator then divides the participants into five groups  
5.2. Each group is given a different cluster (victim, children in the family, family as a whole, community and society, and perpetrator):  
*How does domestic violence impact these people?* |
### STEPS:

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>6. Group presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Each group presents the results of their discussion.</td>
</tr>
<tr>
<td></td>
<td>If there is time, the facilitator can open up the session for anyone to make comments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>7. Closing the session</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The facilitator summarises the discussion by clarifying and explaining for each item. The facilitator should draw the summary from the group work, and use the information below as needed to cover any areas that have not been included by the groups.</td>
</tr>
<tr>
<td></td>
<td><strong>Impact on victims</strong> – Violence has significant economic, physical and psychological effects on victims. It can cause them to lose the ability to work and earn income. It can destroy her (or his) confidence and impair their ability to function. S/he can also experience feelings of isolation and fear.</td>
</tr>
<tr>
<td></td>
<td><strong>Impact on children</strong> – Violence has many physical, mental and emotional consequences for children. Children exposed to domestic violence experience difficulties in sleeping, eating, physical complaints without a clear medical cause, delays in development (not developing at the normal rate for their age), social withdrawal, problems with school work due to missing days in school and difficulties in concentrating in school, depression and anxiety. Domestic violence can hurt their ability to become a healthy adult and useful member of society. It also causes behavioural effects such as: aggression, depression, poor performance at school, cruelty to animals, copying aggressive behaviour and language, running away, lying to prevent violent behaviour and, worst of all, using violence to solve problems.</td>
</tr>
</tbody>
</table>
**STEPS:**

- **Impact on families** – Violence can lead to the loss of livelihood, shame and sense of loss of family honour. Families can be shunned by others in the community and devalued by friends and relatives. Children may be unable to pursue higher education and families may be unable to arrange for better future for their children.

- **Impact on community and society** – Violence against women has a serious impact on the country’s social and economic situation. In a community in which violence occurs, the social atmosphere becomes abnormal; the health and well being of its members are affected; anxiety, fearfulness and depression hinder the social harmony. Children miss school and women and men miss work, thus losing income in several ways. These economic losses have impacts on the development of the community and society as a whole.

- **Impact on perpetrators** – Perpetrators of domestic violence may be devalued by friends and relatives and could face criminal prosecution (imprisonment). Their behaviour can have a significant impact on the health, wellbeing and financial situation of their family.

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<table>
<thead>
<tr>
<th>10 minutes</th>
<th>8. Final reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The facilitator will ask participants how they felt about the session.</td>
</tr>
<tr>
<td></td>
<td>Finally, she will ask: What did you learn?</td>
</tr>
<tr>
<td></td>
<td>This allows the facilitator to respond to any last questions or to clear up any misunderstanding.</td>
</tr>
</tbody>
</table>
3.4. Session 4: Beliefs and facts about domestic violence

Introduction

In Cambodian society domestic violence is deeply rooted in the lives of many families. When domestic violence occurs, it is mostly regarded as a personal affair or an internal family matter, not a public matter or a concern of a community. Many women accept domestic violence as part of their normal lives and many victims do not wish to openly talk to people outside their families about their bad experiences. Thus assistance for the victims is insufficient; outsiders have been reluctant to intervene in matters that are deemed private. Solutions to the problem or punishment of perpetrators have been nearly non-existent. Indeed, some people blame the victims, for example, by claiming they argue too much and ‘just ask for trouble’; or by thinking of them as unfortunate people who lack the capacity to fulfil the roles and duties expected by their families or society.

There are many myths and incorrect beliefs about domestic violence. Some beliefs and facts are included here.

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 their neighbours to notice it.
- Data from the Cambodian Demographic Health Survey (2005) shows that 22%, or more than one in every five Cambodian women between 15 and 49 years of age who have been married, have experienced physical violence by her partner or a close relative. The most common form is violence by current or previous husbands.

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.
- Local authorities and judiciary have a duty to intervene in case a violent act is committed; the Law on Domestic Violence and the Protection of Victims states that ‘any acts of domestic violence that are considered a crime shall be punished under the Penal Law in effect’.

15 Courtesy of German Technical Cooperation (GTZ) and the Ministry of Women’s Affairs of the Royal Government of Cambodia (2005), Domestic Violence: A training manual to raise awareness, Phnom Penh, Cambodia.
Belief 3: ‘Do not bring the fire (problems) out of the household’\textsuperscript{16}.

Facts 3:

- This traditional saying emphasises the traditional beliefs that a woman should be submissive to her husband and that domestic violence is an internal family affair. However, according to the Cambodian constitution (articles 38 and 45) and the marriage and Family Law (article 29): a husband and wife are equal in all aspects; and there will be no discrimination and physical abuse. Therefore there is no reason why a wife should be submissive to her husband and neither why a husband should 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 was 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 by other people in their household. Women have the right to speak about this and request assistance.

- 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:

- Abusers will almost always try to find an excuse for their actions, no matter what their target does or does not do.

- An abuser usually consciously chooses when to abuse his victim, that is, when the couple is alone, when there are no witnesses (if there is a witness, it is 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 how hard he hits her.

- This common idea illustrates that according to tradition the man is the head of his family and he can ‘educate’ his wife or children even if this word means ‘punish’. If we accept this belief, then we accept that a man has, in certain circumstances, the right to use violence, especially when the woman provokes him. This tradition is against all international Conventions Cambodia has signed, as well as the Cambodian Constitution, Marriage and Family Law, and the Law on the Prevention of Domestic Violence and the Protection of Victims.

\textsuperscript{16} Quote from the ‘Chbab Srei’, a 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.
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 violence only when they have been drinking, others when they are sober.
- Drinking alcohol is legal, but hitting or destroying property is illegal.
- People often drink in order to forget their problems or release stress; however drinking large amounts of alcohol can lead to addiction and it will never solve problems. In fact, it will create more problems.

Belief 6: Violence in a family is not so serious – every couple has quarrels sometimes.

Facts 6:
- This sentence is used regularly by perpetrators of violence who want to excuse their bad behaviour by saying that it was just a quarrel or argument.
- Men often use the term ‘quarrels’ or ‘argument’ for situations in which they do not allow a woman to have a different opinion from a man.
- It is normal and permissible in every relationship to have different opinions, to disagree with each other or even have a strong disagreement (quarrel) without being violent or abusive.
- Violence is not a disagreement or a quarrel. It is the use of physical, sexual and/or emotional power and threats in order to govern and control the victim’s thinking, opinions, views and emotions.
- In a violent relationship there is no equal discussion about different opinions.

Belief 7: Children need their father; therefore women should not divorce their husband.

Facts 7:
- Children who live in an abusive household suffer more than those living in a household without violence. Children who are in an abusive household endure more stress, are often being beaten or abused, have sleeping problems, problems with concentrating, and have problems attending school.
- Abused children often become abusers themselves when they grow up. Therefore the decision to divorce a husband who is an abuser, most likely will benefit the children instead of harming them.
- However, in Cambodia it is very difficult to leave. A single mother will often be regarded as a ‘bad woman and mother’; she will face economical problems, she – and her children – will be looked down upon by society; she might face difficulties with her parents and parents in law, etcetera.
**Objectives:** (written on flipchart)

**Material:** Flipcharts, stickers, markers and scissors

**Time:** 2 hours

**Methods:** Presentation, socio-metry and group discussion

---

**Beliefs and facts about domestic violence**

**Objectives**

By the end of this session, community members will:

- Identify beliefs and myths surrounding domestic violence, and distinguish these from the facts
- Understand socio-cultural factors that are involved in domestic violence
### STEPS:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
</table>
| 10 minutes | **1. Warm up exercise**  
Choose a warm up activity from Chapter 6 to help the group relax |
| 10 minutes | **2. Review of previous session (session 3)**  
The facilitator begins by summarising key concepts from the previous session (session 3) by asking:  
*What can you recall about the last session?*  
*Who is affected by domestic violence? And how?*  
**Tip for facilitator:** Ask participants to give specific examples (that is, not just vague definitions). |
| 10 minutes | **3. Presentation**  
3.1. Next, the facilitator should introduce the session by explaining the difference between facts and beliefs, using one of the examples in the introduction above to illustrate.  
**Tip for facilitator:** Do not give the participants all the information from the introduction above as it may bias how they answer the questions below.  
3.2. S/he then presents the session objectives by asking one or two participants to read them (prepared previously on the flipchart). |
| 30 minutes | **4. Socio-metry (see instruction in session 2)**  
4.1. The facilitator begins by reminding the participants about the exercise:  
4.1.1. *Imagine there is a line down the centre of the space.*  
4.1.2. *This end is north – if you agree with the statement then you will move and stand here.*  
4.1.3. *This end is south – if you disagree with the statement, then you move and stand here.*  
4.1.4. *And here in the middle is neutral – If you neither agree nor disagree, then stand here.*  
4.2. The facilitator then says: *Listen to the first statement and then move to north, south or neutral.*  
*Men use violence when they are drunk and do not know what they are doing.*  
4.2.1. (After everyone has moved to stand near one of the kroma) *Can someone from the north group explain why you agree with this statement?*  
Listen to the answer and say *‘thank you.’* Do not debate, agree or disagree.  
4.2.2. Next, ask: *Can someone from the south group tell me why you disagree with the statement?* (As above). |
**STEPS:**

4.2.3. Then, ask: *Can someone from the middle group tell me why you are neutral on this statement?*

4.3. Here is the second statement:

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

Repeat the process as above.

4.4. The third statement:

*Do not bring the fire out of the household (women should not reveal the internal matters of their families to outsiders).*

4.5. ...the fourth statement:

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

4.6. ...the fifth statement:

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

4.7. ...the sixth statement:

*Children need their father; therefore women should not divorce their husband.*

4.8. Finally, the facilitator asks participants to reflect on the exercise:

*What do you understand from this exercise?*

---

**30 minutes**

5. **Group discussion**

5.1. The facilitator divides participants into groups of seven to ten people per group.

5.2. Each group is given one statement (below) to discuss:

1. Do not bring fire out of the household – women should not reveal the internal matter of their families to outsiders.
2. Children need their father; therefore women should not divorce their husband.
3. Domestic violence is an internal – family – affair, not a social problem.
4. A man punishes his wife because she gives him a reason to do so.

Questions for the groups:

- *Are these statements ‘true’ or are they myths?*
- *Why do people continue to hold onto these beliefs?*
- *Do you want to change these beliefs in Cambodian society? Explain why? What can you do to change these beliefs?*
<table>
<thead>
<tr>
<th>STEPS:</th>
<th>6. Report back</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>In the report back, the facilitator should focusing only on the questions by leading the participants in the group discussion, starting with the first question:</td>
</tr>
<tr>
<td></td>
<td>• What did you all think – are these true or are they myths?</td>
</tr>
<tr>
<td></td>
<td>• After establishing that these are not truths but myths or belief systems, then ask: So why do these beliefs continue in Cambodia today?</td>
</tr>
<tr>
<td></td>
<td>• Finally ask: Should we try to change them? Can we change them? How?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEPS:</th>
<th>7. Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>The statements below will help the facilitator to wrap up by summarising key points from the session.</td>
</tr>
<tr>
<td></td>
<td>• Domestic violence has no economic, ethnic or class distinctions. It happens everywhere in all social classes and groups.</td>
</tr>
<tr>
<td></td>
<td>• Alcohol can lead to violence against women but it does not cause it; it is an excuse. Domestic violence is a deliberate act of abuse with the purpose of dominating the victim.</td>
</tr>
<tr>
<td></td>
<td>• Domestic violence against women and children has serious impacts on the family and the nation. Some of the costs are treatment of injuries; damage to property; loss of ability to work and to earn income; and children not attending school.</td>
</tr>
<tr>
<td></td>
<td>• Domestic violence is a breach of law and an abuse of human rights. There is no situation when it is acceptable to use violence in a household.</td>
</tr>
<tr>
<td></td>
<td>• Even though husbands work to earn a family’s livings, wives work very hard within and outside of their households and husbands and wives have equal rights.</td>
</tr>
<tr>
<td></td>
<td>• Even after a woman asks other people or authorities for help, she can still continue to remain a victim.</td>
</tr>
<tr>
<td></td>
<td>• We should encourage women who are being abused to speak out and to seek help.</td>
</tr>
<tr>
<td></td>
<td>• Children who live in an abusive household suffer more than those living in a household without violence. They endure more stress, are often being beaten or abused, have sleeping problems, problems with concentrating, and have problems attending school.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STEPS:</th>
<th>8. Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Finish by asking participants to say how they feel about the session and about spending time in the community conversation.</td>
</tr>
</tbody>
</table>
3.5. Session 5: Perpetrators of domestic violence

Introduction

Most acts of violence against women are sparked by conflicts relating to daily life:

- Demands and expectations related to the household and to access to financial resources.
- The education and upbringing of the children.
- Jealousy.
- Stress about situations outside of the household.
- Sexual demands.

However, all these reasons for conflict can be dealt with without acts of violence or abuse. Therefore, they should not be used as an excuse for violence.

Studies have shown that perpetrators of violence against women and children often use similar excuses and strategies to deny the gravity of the abuse. Some of these common strategies are:

- Finding reasons to justify behaviour, such as ‘It’s in my culture / nature’, ‘I am angry at being stuck with you’, ‘You don’t seem to care for me’.
- Denial of the problem, such as ‘Some women are worse off, at least I don’t hit her’, I can’t remember doing anything like that’, ‘Me, violent? Definitely not, I’m not the kind of man who would use violence against a woman’.
- Denial of the gravity of the abuse, such as ‘I didn’t hurt her’, ‘Afterwards we made love, we had sex’, We argue a lot, but that is what couples do’, ‘I can control myself’.
- Denial of responsibility for the problem, such as ‘We were both drunk’, ‘She asked for it’, ‘She knows I don’t like being talked to like that’, ‘If she didn’t watch me all the time’.
- Denial of the possibility that the abuse might happen again, such as ‘I have learnt my lesson’, ‘I promised her it won’t happen again’ ‘I don’t know what came over me.’

Most abusers do not believe they have a problem, or that there is any reason to change. However, abuse is not a problem that the victim can correct. The victim has a problem – the victim is abused. What the victim can do is to hide, run away or give in. It is only a problem that the abuser can fix. Society can also work on measures to protect the victim from the abuse.

17 Courtesy of German Technical Cooperation (GTZ) and the Ministry of Women’s Affairs of the Royal Government of Cambodia (2005), Domestic Violence: A training manual to raise awareness, Phnom Penh, Cambodia.
Objectives: *(written on flipchart)*

Material:  Flipcharts, stickers, markers and scissors

Time:  2 hours

Methods:  Presentation and group discussion

---

Perpetrators of domestic violence

Objectives

By the end of this session, community members will:

- Explain and recognise strategies that perpetrators use to excuse or justify their behaviour

- Discuss how the community behaves towards the perpetrator
### STEPS:

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td><strong>1. Warm up exercise</strong>&lt;br&gt;Select a fun warm activity from Chapter 6 to help everyone to relax and focus.</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>2. Review of previous session (session 4)</strong>&lt;br&gt;The facilitator will begin by summarising key concepts from session 4 by first asking participants what they can recall. If necessary, s/he should remind participant of the four statements in the session summary.</td>
</tr>
<tr>
<td>10 minutes</td>
<td><strong>3. Presentation</strong>&lt;br&gt;3.1. Next the facilitator should provide an overview of this session by summarising key points from the introduction above.&lt;br&gt;3.2. Then the facilitator presents the objectives of the session (prepared on the flipchart).</td>
</tr>
</tbody>
</table>
| 30 minutes | **4. Group discussion**<br>Next, divide participants in to groups of seven to ten and ask them to answer the questions below:<br>• *How do community members behave towards the perpetrator?*
• *What does the perpetrator need to do to change his/her behaviour?*
• *What can communities do to stop domestic violence?* |
| 30 minutes | **5. Group presentation**<br>5.1. Each group will be given approximately five minutes to present the results of their discussion.<br>5.2. The facilitator should then sum up by talking about the perpetuators and their behaviour.<br>• Perpetuators often do not admit to his/her behaviour after committing domestic violence.<br>• Instead, s/he will look for reasons to defend for her/himself, such as trying to blame alcohol or stress at work.<br>• But this is not true – domestic violence comes from within; each perpetrator is in control and he (or she) chooses to commit violence.<br>• A person who repeatedly commits domestic violence is not accepting his (or her) behaviour or the emotional and physical pain he (or she) is causing others.<br>• Often the perpetrator will promise to stop each time, but is not willing to carry through the commitment. |
### STEPS:

<table>
<thead>
<tr>
<th>20 minutes</th>
<th>6. Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Next the facilitator introduces the values and commitment framework (previously prepared on a flipchart as below).</td>
<td></td>
</tr>
<tr>
<td>S/he starts by explaining that each of us can help in some way. In this exercise we will be using the values and commitment framework to help us think about what we can do.</td>
<td></td>
</tr>
<tr>
<td><strong>I want you first to sit quietly and think about what is important to you: what do you value?</strong></td>
<td></td>
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<tr>
<td>Give the group one to two minutes to think alone.</td>
<td></td>
</tr>
<tr>
<td><strong>Now ask yourself, given what is important to you (what you value), what action can you take to help or prevent domestic violence?</strong></td>
<td></td>
</tr>
<tr>
<td>Don’t try to think of anything too big or too hard – but what is one thing that you can do and be successful?</td>
<td></td>
</tr>
<tr>
<td>Again give the participants one to two minutes to think alone.</td>
<td></td>
</tr>
<tr>
<td><strong>Now form small groups of four to six people and discuss – given what we value as a community, what can we do together to take action to help out or prevent domestic violence?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Tip for facilitator:</strong> There will not be time to have every group report back, but ask one or two groups for their ideas before closing.</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>7. Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>The session closes with a brief reflection – how do people feel? What was most interesting / significant for you?</td>
<td></td>
</tr>
</tbody>
</table>
3.6. Session 6: The roles and duties of local authorities in cases of domestic violence

Introduction

Whoever has been beaten or abused at their own home deserves assistance and protection. This can be support from families, friends, communities, NGOs and local authorities. This can also be information on legal protection granted by the domestic violence law.

Support in the form of conciliation or mediation

Traditionally Khmers tend to try to solve domestic violence through conciliation or mediation with the help of elders, village chiefs and others. However conciliation or mediation is not allowed in case the perpetrator committed a severe misdemeanour or crime. Only in cases where the domestic violence incident can be classified as a minor misdemeanour or petty crime conciliation or mediation is allowed. When conciliating the parties, please beware of the danger that many elders often have a traditional view on roles of men and women, and might discriminate against women. Also be aware that often the women have less economic power, which impedes an open dialogue and fair solutions. Reconciliation that does not allow for an open dialogue can only offer short-term compromises and fails to address the structural problems of violence in the relationship and as a result, violence usually continues and escalates.

Legal Protection

Instead of conciliation or mediation the judiciary police can intervene in domestic violence cases and their competency derives from two laws:

a) The Law on the Prevention of Domestic Violence and the Protection of Victims (for more detail see session 7 and Appendix I) and

b) The Penal Law.

In most cases of domestic violence, both laws apply at the same time and have to be followed by police officers in their work.

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18 Information for this section has been adapted in part from: German Technical Cooperation (GTZ) (2006), Domestic Violence and Police, Phnom Penh, Cambodia and German Technical Cooperation (GTZ) (2006), Questions and Answers on the Domestic Violence Law, Phnom Penh, Cambodia.
As well as judiciary police, other authorities that also have a duty to intervene include:

- Village Chief
- Commune Chief or any Commune Council members
- Police (any police officer, including security, transport, public order, border, administrative or judicial)
- Officials of the Ministry of Women’s Affairs.

The nearest competent authorities can and should urgently intervene in domestic violence that is occurring or is about to occur in order to prevent the violence and protect victims. This means that they have to stop the domestic violence if their help is asked for by citizens, e.g. by removing the weapon used by the perpetrator, removing the perpetrator from the scene, providing temporary shelter and informing both parties of their duties and rights. They are also allowed to make a record of the incident that will be considered as a record made by judiciary police. The officials of the Ministry of Women’s Affairs can act as the complaining party instead of the victims\(^\text{19}\). So if the victim does not want to report the incident to the police, the official of the Ministry of Women’s Affairs can report the incident to the police.

\(^{19}\) Article 9-11 Law on the Prevention of Domestic Violence and the Protection of Victims.
**Objectives:** (written on flipchart)

**Material:** Flipcharts, stickers, scissors, markers, (blue, red, black)

**Time:** 2 hours

**Methods:** Presentation, plenary and group discussion

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**Roles & duties of authorities in cases of domestic violence**

Objectives:

By the end of this session, community members will:

- Understand the role of authorities in addressing domestic violence
- Know how to go about reporting domestic violence cases to local authorities
<table>
<thead>
<tr>
<th>STEPS:</th>
<th>1. Warm up exercise</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
<td>Select a fun warm activity from Chapter 6 to help everyone to relax and focus.</td>
</tr>
<tr>
<td>10 minutes</td>
<td>2. Review previous session (session 5)</td>
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<tr>
<td></td>
<td>The facilitator should summarise key words from session 2 by asking:</td>
</tr>
<tr>
<td></td>
<td><em>What do you remember from the last session (session 5) about perpetrators of domestic violence?</em></td>
</tr>
<tr>
<td>10 minutes</td>
<td>3. Presentation</td>
</tr>
<tr>
<td></td>
<td>3.1. The facilitator next provides an overview of this session by summarising key points from the introduction (above).</td>
</tr>
<tr>
<td></td>
<td>3.2. S/he then presents the session objectives by either reading the objectives prepared on the flipchart or by asking a participant to read them out loud.</td>
</tr>
<tr>
<td>15 minutes</td>
<td>4. Plenary discussion</td>
</tr>
<tr>
<td></td>
<td>4.1. One facilitator leads the session by asking participants to discuss the following question:</td>
</tr>
<tr>
<td></td>
<td><em>Who can you go to for help if there is an incidence of domestic violence in your community?</em></td>
</tr>
<tr>
<td></td>
<td>4.2. The second facilitator writes the participants’ answers on a flipchart.</td>
</tr>
<tr>
<td>45 minutes</td>
<td>5. Group discussion</td>
</tr>
<tr>
<td></td>
<td>5.1. The facilitator now shifts the group discussion by saying:</td>
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<tr>
<td></td>
<td><em>Now we are going to talk about whom you can turn to for help.</em></td>
</tr>
<tr>
<td></td>
<td><em>But first let’s break into groups of seven to ten people per group.</em></td>
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<tr>
<td></td>
<td>5.2. S/he then shows the participants the stakeholder table (below).</td>
</tr>
<tr>
<td></td>
<td><em>In your group, I’d like you to discuss the roles of the different stakeholders, answering the following three questions:</em></td>
</tr>
<tr>
<td></td>
<td>• What they do now.</td>
</tr>
<tr>
<td></td>
<td>• <em>What they can’t do because it is outside their area of responsibility.</em></td>
</tr>
<tr>
<td></td>
<td>• What they should be doing more of.</td>
</tr>
</tbody>
</table>
**STEPS:**

- Village Chief
- Commune Chief or any Commune Council members
- Police (any police officer, including security, transport, public order, border, administrative or judicial)
- Officials of the Ministry of Women’s Affairs.

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Role (what they are doing now)</th>
<th>What can’t they do? Why?</th>
<th>What else do they need to do more of?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Judiciary Police</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Village Chief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commune Chief or any Commune Council Member</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Police (any police officer)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Officials of Ministry of Women’s Affairs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Tip for facilitator:** If the number of participants is large and there are many groups, then divide up the work. For example, let two groups discuss the role of the Commune Chief and Village Chief, let two or three groups talk about the role of the police; and let the remaining groups talk about role of the Women’s Focal Point and the Villager Facilitators. This will save time during the report back session.
<table>
<thead>
<tr>
<th>STEPS:</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>6. Report back</strong></td>
</tr>
<tr>
<td>6.1. The facilitator will ask one representative from each group to report back to the whole group.</td>
</tr>
<tr>
<td>6.2. S/he should make sure she allows enough time for participants to ask questions for clarifications or to add comments.</td>
</tr>
<tr>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>7. Conclusion</strong></td>
</tr>
<tr>
<td>The facilitator concludes by summarising the roles of key persons involved in addressing domestic violence issues.</td>
</tr>
<tr>
<td>We all have a role to play in preventing domestic violence – the following officials can and should urgently intervene in domestic violence that is occurring or is about to occur:</td>
</tr>
<tr>
<td>• Officials of the Ministry of Women’s Affairs who work in the field are regulated under this law and can obtain legal qualifications as the judicial police and act as a complaining party on behalf of the victims.</td>
</tr>
<tr>
<td>• Police, local authorities in the commune/sangkat, officials of the Ministry of Women’s Affairs as well as village chiefs who have intervened to prevent domestic violence and protect the victims can make a record to the court.</td>
</tr>
<tr>
<td>10 minutes</td>
</tr>
<tr>
<td><strong>8. Reflection</strong></td>
</tr>
<tr>
<td>Finally the facilitator asks two or three participants to reflect on the session by asking:</td>
</tr>
<tr>
<td><em>What was the most interesting point for you today’s session?</em></td>
</tr>
<tr>
<td><em>What will you do differently next time you witness domestic violence?</em></td>
</tr>
</tbody>
</table>
3.7. Session 7: Domestic violence offences and related laws

Introduction

There are two important international agreements to which Cambodia is a signatory. The first is the Declaration on the Elimination of Violence Against Women (1993), which states:

- Violence against women means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life.

- The declaration defines domestic violence as any physical, sexual and psychological violence or abuse occurring in the family, including battering, sexual abuse of children in the household, dowry-related violence, marital rape and non-spousal violence related to exploitation.

The second is the Convention on the Rights of the Child (1989), which includes the following:

- A definition of the child as a person below the age of 18 years old.

- That children should be protected from all kinds of physical violence or mental abuse by parents or caregivers including cruel punishment, neglect, sexual abuse and exploitation.

In 2005 the Royal Government of Cambodia enacted a law aiming to prevent all forms of domestic violence.

- Article 2 of the Law on the Prevention of Domestic Violence and the Protection of Victims states that: ‘Domestic violence refers to violence that happens and could happen towards husband or wife, dependent children, persons living under the same roof of the house and who are dependent on the household’.

- Article 35 of the law states that ‘any acts of domestic violence that are considered a crime shall be punished under the Penal Law in effect’.

The law defines domestic violence as physical, sexual, psychological and economical coercion between people living in one household. It has three objectives:

- To establish all necessary help for the victims of violent acts.

- To create the legal basis for authorities to intervene.

- To give victims the right to ask for protection in the form of a protection order from the court.

Victims of domestic violence can apply for a protection order at the provincial or municipal court. Details of how to apply for a protection order are included in Appendix I, courtesy of GTZ.
Objectives: (written on flipchart)

Material: Flipcharts, stickers, scissors, markers (blue, red and black)

Time: 2 hours

Methods: Presentation, plenary and group discussion

Storytelling is a great tool for sharing information with each other and learning from other people's perspectives and ideas.
<table>
<thead>
<tr>
<th>STEPS:</th>
<th></th>
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</thead>
</table>
| **10 minutes** | **1. Warm up exercise**  
Select a fun warm up activity from Chapter 6 to help everyone to relax and focus. |
| **10 minutes** | **2. Review of previous session (session 6)**  
The facilitator first summarises key concepts from session 6 by asking:  
*What do you remember about the previous session?*  
*Do you remember who can help you when domestic violence happens in your community?* |
| **10 minutes** | **3. Presentation of this session**  
3.1. The facilitator provides an overview of the session by summarising key points from the introduction (above).  
3.2. S/he then explains the objectives (either reading the objectives or asking one or two participants to read the session objectives from the prepared flipchart. |
| **40 minutes** | **4. Storytelling**  
4.1. Ask participants to sit in groups of five to seven.  
4.2. Each participant has three minutes to share a story about domestic violence that they heard in their village.  
Give them this simple story structure before they start:  
- *What was the incident and when did it occur?*  
- *Who was involved?*  
- *What was the impact on the victim?*  
- *What happened to the perpetrator?*  
- *What could you have done to respond to this situation?*  
4.3. Tell the groups that they will need to choose two stories to report back to the plenary session. They can write their response on a flipchart. |
| **20 minutes** | **5. Group presentation**  
5.1. Let each group share one or two stories (depending on how much time it takes).  
5.2. Focus the discussion on the impact on the victim and what happened to the perpetrator. |
### STEPS:

<table>
<thead>
<tr>
<th>20 minutes</th>
<th>6. Conclusion</th>
</tr>
</thead>
</table>
|            | 6.1. In the final wrap-up, facilitator presents the following inputs. Acts of domestic violence that are classified to be criminal offences shall be punished as follows:
|            | • Pre-meditated killing (life imprisonment).
|            | • Intentional killing (from ten to 15 years of imprisonment).
|            | • Rape (from five to ten years of imprisonment).
|            | • Unintentional killing (from one to three years of imprisonment).
|            | • Intentional violence (from one to three years of imprisonment and two to five years in cases committed by spouse or concubine).
|            | • Unintentional injuries (from six months to two years of imprisonment).
|            | • Confinement of people less than two days, e.g. locking them up in the house (one to three years of imprisonment).
|            | 6.2. The facilitator will finish by saying:  
|            | *Now we understand the laws and procedures concerning domestic violence and have discussed some ideas about how we could respond to a similar situation in the future.* |

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>7. Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Finish by asking for feedback or comments from two or three participants on anything related to today’s conversation.</td>
</tr>
</tbody>
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20 Source: Penal Code effective as of 30 November 2010.
3.8. Session 8: Civil registration and its advantages

Introduction

In the past, Cambodian leaders did not much consider civil registration and the legal benefits that civil registration brings. In fact many local authorities have not seen the importance of issuing registration certificates for marriages, deaths or children’s births. Marriages were arranged, and at times performed in groups without the consent of the brides or grooms. In many cases, people were forced into marriage and after the ‘marriage ceremony’ no marriage certificates were issued. Even though a sub-decree on Civil Registration was promulgated in 2002, there still remained a lack of understanding of the importance of registering marriages.

Today, after continued publicity by the Royal Government and in cooperation with NGOs regarding the benefits of civil registration and the consequences of not having registration, many people have actively come forward for registration certificates.

Civil registration is important for a number of reasons. For example:

- To file for divorce.
- To claim the rights as a spouse or for a child in a divorce case, including the rights to division of the joint property, alimony for the spouse, child support (for food, clothing and education for the child), child custody and visiting rights.
- To ensure rights over the property of the deceased.

In addition, benefits of registration certificates include being able to secure Identification Cards, ensure school enrolment for children and apply for jobs.

Civil registration should be done as follows:

- To make a marriage legitimate, a couple must register the planned marriage at the Commune Council office of the bride at least ten days before the planned wedding day. After the wedding they should obtain their marriage certificate from the commune office. If this procedure is not followed, couples must go to the court to obtain a marriage certificate.
- When a child is born, the parent(s) need to go for birth registration at the commune office within 30 days after the birth of the child.
- When a family member dies, the family or a relative needs to get a death certificate at the commune office within 15 days of the death.

This session looks at a case study about a woman called Sopheap and her husband, Pronh. Because she lacked adequate registration she was deprived of her right to inherit the land of her late parents and the Court refused her a divorce with child support.
Appendix VI includes an example of a marriage registration certificate and a birth certificate, for community members who may not have seen this before. Appendix II includes summary information on the marriage sub-decree on civil registration.

**Objectives:** (written on flipchart)

**Material:** Flipcharts, stickers, scissors, markers (blue, red and black)

**Time:** 2 hours and 20 minutes

**Methods:** Presentation, plenary and group discussion

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The story of Pronh and Sopheap
### STEPS:

<table>
<thead>
<tr>
<th>10 minutes</th>
<th>1. Warm up exercise</th>
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<tbody>
<tr>
<td></td>
<td>Select a fun warm up activity from Chapter 6 to help everyone to relax and focus.</td>
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<table>
<thead>
<tr>
<th>10 minutes</th>
<th>2. Review of previous session (session 7)</th>
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<tbody>
<tr>
<td></td>
<td>The facilitator first summarises some of the key concepts from session 7 about domestic violence related offences and relevant provisions by asking:</td>
</tr>
<tr>
<td></td>
<td><em>What can you recall from our previous session? Do you remember any of the laws related to domestic violence?</em></td>
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<table>
<thead>
<tr>
<th>10 minutes</th>
<th>3. Presentation</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>3.1. S/he then introduces today’s session by summarising key points from the introduction (above).</td>
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<tr>
<td></td>
<td>3.2. Next s/he presents the session objectives (previously prepared on the flipchart).</td>
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<table>
<thead>
<tr>
<th>40 minutes</th>
<th>4. Storytelling</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4.1. The facilitator tells participants s/he is going to read a story about a young couple, Pronh and Sopheap (story attached).</td>
</tr>
<tr>
<td></td>
<td>4.2. S/he asks them to listen carefully, so they can discuss it together afterwards.</td>
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<tr>
<td></td>
<td><em>Tip for facilitator: read the story slowly and clearly so that everyone can catch the details.</em></td>
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<thead>
<tr>
<th>20 minutes</th>
<th>5. Group discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>5.1. Following the story, the facilitator divides participants into groups of seven to ten people per group.</td>
</tr>
<tr>
<td></td>
<td>5.2. She then asks them to discuss these questions that have been prepared on a flipchart so everyone can see them:</td>
</tr>
<tr>
<td></td>
<td>• <em>How does the Court decide on the divorce case between Sopheap and Pronh (divorce and child support)? Why did the court decide this?</em></td>
</tr>
<tr>
<td></td>
<td>• <em>What rights does Sopheap have on her late parents’ property?</em></td>
</tr>
<tr>
<td></td>
<td>• <em>Do you know of anyone who has had a similar experience to Sopheap? What was the impact for that person? What could you have done to help?</em></td>
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</table>
### STEPS:

<table>
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<tr>
<th>Time</th>
<th>Step</th>
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<tr>
<td>20 minutes</td>
<td><strong>6. Group presentation</strong></td>
</tr>
<tr>
<td></td>
<td>The facilitator then asks each group to present their conclusions, focusing particularly on the last three questions. S/he should also make sure there is enough time for open questions and comments.</td>
</tr>
<tr>
<td>20 minutes</td>
<td><strong>7. Conclusions</strong></td>
</tr>
<tr>
<td></td>
<td>The facilitator then refers to two other flipcharts that contain facts related to civil registration (prepared beforehand).</td>
</tr>
<tr>
<td></td>
<td><strong>Flipchart 1:</strong></td>
</tr>
</tbody>
</table>
|        | **Civil registration is important for a number of reasons.**  
**For example:**  
- To file for divorce.  
- To claim the rights as a spouse or for a child in a divorce case.  
- To claim rights in the division of property.  
- To ensure child support is given for children in a divorce case.  
- To ensure rights over the property of the deceased. |
|        | **Flipchart 2:**                           |
|        | **How to register births, deaths and marriages**  
- To make a marriage legitimate, a couple must register the planned marriage at the commune office of the bride at least ten days before the planned wedding day. After the wedding they should obtain their marriage certificate from the commune office.  
- When a child is born, the parent(s) need to go for birth registration at the commune office within 30 days after the birth of the child.  
- When a family member dies, the family or a relative needs to get a death certificate at the commune office within 15 days of the death. |
| 10 minutes | **8. Reflection**                           |
|        | The facilitator closes by asking the participants if there is anything they want to add about today’s conversation. |
The story of Sopheap and Pronh

Sopheap and Pronh live in the same village. They are neighbours. Because the two families are close and always help each other when needed, the parents of both sides decide to arrange a marriage between Sopheap and Pronh to ensure the relationship between the two families will continue.

Because they live in the countryside, they do not think about getting a marriage certificate.

One year later, Sopheap’s parents pass away because of an accident, and Sopheap did not think it necessary to get a death certificate for her parents.

Two years later, she has a baby named Peang. Because they are busy with their farming, they forget to get a birth certificate for their child.

When the child was one year old, Pronh leaves home to look for work in Phnom Penh as a construction worker. For the first 12 months, Pronh goes home to visit his family every month and gives all his savings to his wife. But then for five months, Pronh goes missing without any information. Sopheap goes to Phnom Penh to find him and she finds that her husband is with another girl. Sopheap has an argument with the new girl, which makes Pronh very angry with Sopheap. Pronh asks Sopheap to return to the village, and he agrees to come home with her. When they return home, Pronh tells Sopheap that he wants to divorce her to go live with the new girl in Phnom Penh. Sopheap does not agree to the divorce. Sopheap goes to see the District Office of Women’s Affairs to ask about her rights. A staff member at the District Office of Women’s Affairs tells her to file a complaint with the court for an order to claim for Pronh’s responsibility as the father of her child and as her husband.

The court rules to reject Sopheap’s requests because (a) Sopheap does not have a marriage certificate with Pronh (b) she does not have a birth certificate for her child.

Sopheap was very disappointed with the court’s decision, and decides to sell the land and the house of her deceased parents in order to leave the village and seek work elsewhere.

However Sopheap has another problem with the commune authorities when she tries to sell the land. They tell her that she has no rights over the property because the land and the house belong to her parents and she does not have their death certificates. The authorities refer her to the court for the issuance of their death certificates because they died two years ago.
3.9. Session 9: Divorce

Introduction

Many domestic violence victims accept domestic violence as karma or a part of their normal lives and do not consider other options that may be available to them. Thus, many victims live terrible lives under the threat of domestic violence. Knowledge about rights, laws and the implementation of these laws is still limited.

Many women find it very difficult to leave a husband who abuses her. Her reasons may include:

• Fear to bring shame on their family.
• Concerns over the welfare of the children.
• Economic dependence on the abuser.
• Fear of revenge acts by the husband.

In case a woman does decide to leave her husband she should know that she has or can claim the following rights:

• Rights to half of the joint property (joint property is not property obtained prior to the marriage or inherited by or given to one spouse).
• The right to alimony, but the right to alimony stops in cases of remarriage.
• The right to child support.
• Child custody. If the parents agree who will take care of their children, the court will follow their agreement. If they do not agree, the court shall take a decision. A baby that is still breastfed will in principle fall under the custody of the mother. The parent who does not have the custody can be awarded visiting rights.

In order to obtain a divorce and claim these rights the woman must go to court. Only the courts have the competency to grant divorces. In case the marriage is not registered, the judge might accept other proof of the marriage, but this is up to the discretion of the judge. In principle rights as mentioned above are only given to couples who have registered their marriage and obtained a marriage certificate.
The court can grant a divorce in case husband and wife agree mutually on the divorce. If they do not agree, then the complaining party should give the ground for divorce. Grounds for divorce are:

1. Desertion without a good reason and without maintenance of and taking care of the child.
2. Cruelty and beatings, persecutions and looking down on the other spouse or his or her ancestry.
3. Immoral behaviour, bad conduct.
4. Impotence.
5. Physical separation for more than one year.

**Objectives:** *(written on flipchart)*

**Material:** Flipcharts, stickers, scissors, markers (blue, red and black)

**Time:** 2 hours

**Methods:** Presentation, group discussion and socio-metry

By the end of this session, community members will:

- Share views and your understanding on the option for victims of domestic violence.
- Understand about advantages and disadvantages of divorce.
- Understand about legislation issues regarding divorce.
| STEPS: |
|-----------------|-----------------|
| 10 minutes | 1. Warm up exercise |
| | Select a fun warm up activity from Chapter 6 to help everyone to relax and focus. |
| 10 minutes | 2. Review of previous session (session 8) |
| | The facilitator first summarises some of the key concepts from session 8 about domestic violence related offences and relevant provisions by asking: |
| | *What can you recall from our previous session? Why is civil registration 'important'?* |
| 10 minutes | 3. Session overview |
| | 3.1. S/he then introduces the session by summarising key points from the introduction (above). |
| | 3.2. Next s/he presents the session objectives (prepared on the flipchart). |
| 20 minutes | 4. Socio-metry (see instructions in session 2) |
| | 4.1. The facilitator first reminds the participants about the socio-metry exercise and the ‘agree’, ‘disagree’ and ‘neutral’ places to stand in the room (see session 2). |
| | 4.2. Then s/he reads out the first statements below and asks the participants to move to agree/disagree/neutral. |
| | • *Women do not want to divorce because they are afraid the community or men will look down on them.* |
| | 4.3. Once they have moved, s/he gives the participants time to discuss and share ideas with each other before moving to the next statements. |
| | • *Women do not want to divorce because they cannot earn money to take care of the family.* |
| | • *Women do want to divorce because their husbands do not stop committing violence.* |
| | • *Women do not want to divorce because they do not want their children to be without a father.* |
| 30 minutes | 5. Group discussion |
| | 5.1. The facilitator asks participants to form groups of seven to ten per group. |
| | The facilitator then asks each group to discuss the three questions below: |
| | • *What are the advantages of divorce?* |
| | • *What are the disadvantages of divorce?* |
| | • *What rights should a woman have in the case of divorce?* |
### STEPS:

<table>
<thead>
<tr>
<th>Step</th>
<th>Description</th>
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<tbody>
<tr>
<td>5.2.</td>
<td>So as to manage the time, tell the groups that when they report back that they should only give three key points for each question.</td>
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<p>| | |</p>
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<tbody>
<tr>
<td>20 minutes</td>
<td><strong>6. Group presentation</strong></td>
</tr>
<tr>
<td></td>
<td>One person from each group is given a few minutes to present the group’s answers. Encourage them to stay in conversation and to sit in the group – that is, it is not necessary to come to the front and do a presentation. The facilitator can use the mind map shown above to capture key points.</td>
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</table>
### STEPS:

<table>
<thead>
<tr>
<th>15 minutes</th>
<th><strong>7. Conclusion</strong></th>
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<tbody>
<tr>
<td></td>
<td>The facilitator then sums up by sharing these comments below:</td>
</tr>
<tr>
<td></td>
<td><strong>Advantages of divorce</strong></td>
</tr>
<tr>
<td></td>
<td>• Women can be free and away from the harm caused by the perpetrators. It is rare for perpetrators to stop committing domestic violence even if they promise to change.</td>
</tr>
<tr>
<td></td>
<td>• They have an opportunity to find a new and caring partner.</td>
</tr>
<tr>
<td></td>
<td>• Children no longer suffer from the father’s actions.</td>
</tr>
<tr>
<td></td>
<td>• Women can develop a sense of value in themselves as human beings when they are away from a violent situation.</td>
</tr>
<tr>
<td></td>
<td><strong>Disadvantages of divorce</strong></td>
</tr>
<tr>
<td></td>
<td>• Generally, the perpetrators are also the breadwinners of the families, which means the income of the family may be reduced.</td>
</tr>
<tr>
<td></td>
<td>• Perpetrators are not always willing to support their children, especially if they have a new partner.</td>
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<td></td>
<td>• Divorce is perceived to affect the dignity of families.</td>
</tr>
<tr>
<td></td>
<td>• Divorced women are often stigmatised by their communities.</td>
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<tr>
<td></td>
<td><strong>Women need to be aware of their rights in cases of divorce.</strong></td>
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<tr>
<th>5 minutes</th>
<th><strong>8. Reflection</strong></th>
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<tbody>
<tr>
<td></td>
<td>The facilitator closes by asking the participants if there is anything they want to add to the conversation or if there are any questions for clarification.</td>
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</table>
3.10. Session 10: 
Resources available in the community

Introduction

There are a number of people and institutions in the community that can help others in times of need. Social resources link individuals to families, relatives, neighbours and other societies.

As we have seen in previous sessions, domestic violence has taken deep roots in social structures and has had terrible impacts on individuals, families and societies. In some cases these community resources have been weakened.

Here are some of the resources available in the community, and the role each can or should play in preventing domestic violence and protecting victims\(^ {21}\).

The provincial and district departments of Women’s Affairs:\(^ {22}\)
- Representing the victim of domestic violence, e.g. submitting the complaint with the police.
- Making reports and records for the police and court.
- Monitoring and following up cases of domestic violence.
- Following up the procedures at the court until a conviction is given.

Commune council, including focal point for women and children and village chief:
- Ensure safety in their commune – speaking out against violent actions.
- Increase community awareness of domestic violence and organise community action against violence in the commune.
- Encourage members of the community to register all births, deaths and marriages at the commune office.

Police:
- Intervene in domestic violence crimes and investigate. Take the complaint seriously.

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\(^{21}\) Information for this section has been adapted in part from: German Technical Cooperation (GTZ) (2006), Domestic Violence and Police, Phnom Penh, Cambodia and German Technical Cooperation (GTZ) (2006), Questions and Answers on the Domestic Violence Law, Phnom Penh, Cambodia.

\(^{22}\) The first four competencies are based on the Prakas on the Duties of Civil Servants of the Ministry of Women’s Affairs Rehabilitated as Judicial Police of 7 September 2007.
Provincial court:
- Grant divorces.
- Issue temporary and regular protection orders for the victim.
- Hear cases of domestic violence brought before it.

Health centre:
- Provide first aid to victims.

Village Facilitator:
- Continue to educate the community on domestic violence.
- Support and advise victims of domestic violence about the different options available to her.
- Encourage members of the community to register all births, deaths and marriages at the commune office.

Friends, family and neighbours of the victim:
- Listen to the victim and try to assist her.
- Let her know that she does not have to remain in an abusive relationship and that you will support whatever decision she makes.

There are also many ways that communities can take action against domestic violence. For example:
- Organise an education event about domestic violence for people who have not attended the community conversations.
- If you know about domestic violence happening in your area, take action. For instance in case of a fight, make loud noises so that the perpetrator knows that you can hear him/her and that you do not approve. Call the police. Do not jump into the fight, however, but follow up with the victim when she is on her own.
- Be willing to listen to someone who is abused and try to assist her/him.
- Provide temporary shelter or transportation when needed.
- Teach children to be non-violent.
- Encourage schools to talk about domestic violence in class.
- Challenge behaviour and language that encourages violence, including ethnic insults, sexism and homophobia.
- Ask the health centre nurse and doctor to talk with patients about domestic violence.
Objectives: (written on flipchart)

Material: Flipcharts, stickers, scissors and markers (blue, red and black)

Time: 2 hours and 30 minute

Methods: Mapping, presentation and group discussion

Example of a village map

Community based social resources

Objectives
By the end of this session, community members will:

- Identify the social resources that are available in the community
- Learn about ways to interact with local authorities in the community to address problems related to domestic violence
**STEPS:**

<table>
<thead>
<tr>
<th>Time</th>
<th>Step</th>
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</table>
| 10 minutes | **1. Warm up exercise**  
Select a fun warm up activity from Chapter 6 to help everyone to relax and focus. |
| 10 minutes | **2. Review of previous session (session 9)**  
The facilitator first summarises some of the key concepts from session 9 about divorce by asking:  
*What can you recall from our previous session? What are some of the advantages and disadvantages of divorce?* |
| 10 minutes | **3. Session overview**  
3.1. S/he then introduces the session by summarising key points from the introduction (above).  
3.2. Next s/he presents the session objectives (previously prepared on the flipchart). |
| 45 minutes | **4. Community mapping exercise**  
4.1. The facilitator introduces the concept of drawing a community map that shows the location of the police station, post office, commune office and village chief’s house, the village facilitator, various government agencies and non-government organisations.  
4.2. Explain to the participants that when they are drawing their community map they can use symbols instead of writing the Khmer letters.  
4.3. During the exercise, the facilitator should move from group to group to make sure the participants are on the right track and to answer any questions. |
| 20 minutes | **5. Group presentation**  
5.1. If there is sufficient space, post all the maps on a wall or on the floor.  
5.2. The facilitator asks two or three groups to present their map to the others.  
*Tip for facilitator:* *make sure to leave enough time for questions and comments.* |
| 20 minutes | **6. Group discussion (same groups)**  
The facilitator says:  
*Now you know where the resource people are that you can approach to report cases of domestic violence. In the next exercise we are going to elaborate on this information by filling out the table below.*  
*Tip for facilitator:* *prepare flipcharts with the below table before the session, for each group.* |
**7. Group presentation**

The facilitator asks each group to present only one item from the table. Other groups can add ideas if their answers are different from that presented.

**8. Conclusion**

The facilitator concludes by saying: *We now know who the resources persons are and also the role each can play in preventing domestic violence and protecting victims of domestic violence. If we work together we can help to eliminate domestic violence in our community, so that we can all live in peace.*

**9. Reflection**

The facilitator closes by saying: *This is the last session. In all there have been ten different sessions. As you look back, what has been most interesting for you?*
CHAPTER 4

MONITORING

PROGRAM QUALITY
MONITORING PROGRAM QUALITY

Formats are included in Annex I.

4.1. Story collection guide

What’s it for? To help project stakeholders understand change that is occurring as a result of the project.

When to use it? When you want to document how the project has impacted the lives of those involved in the project (clients, beneficiaries, project implementers).

Why use it? When you need to illustrate change and give a qualitative description of the good that has come from the project.

4.2. Case study guide

What’s it for? To capture examples of how the project has impacted stakeholders either positively or negatively.

When to use it? When you want to help bring to life examples of how the project has succeeded or not succeeded in giving anticipated results or changes.

Why use it? So that you have a qualitative record of situations that illustrate the influence of the project.

4.3. Feedback form for the community conversation

What’s it for? For participants in the community conversations to give feedback to the Village Facilitators on the session, and consider ways that they can share the knowledge and information they have learnt with others in their community.
When to use it? At the completion of each community conversation.

Why use it? To help Village Facilitators to understand which areas of the community conversation were the most successful and identify areas where they could improve. This should help Village Facilitators to continue to improve their skills over the course of the ten conversations. It also provides an opportunity for participants to consider how they can share the knowledge they have gained through the session with others in their community.

4.4. Coaching visit guide

What’s it for? To give direction and focus to the project team on how to support those implementing the work in the community to promote skills and increased confidence.

When to use it? During field visits in which you observe the work of implementers and want to provide feedback on planning and conducting activities in hopes of getting maximum success.

Why use it? So that project staff know what to look for and can provide specific feedback to those looking to provide quality services to the community.
**Steps for project staff**

1. Arrive at the community conversation venue at least 15 minutes prior to the scheduled start and review the agenda with the Village Facilitator. Ask about how s/he went about inviting participants (selection, explaining the agenda of the meeting and anticipated output).

2. Be present for the community conversation, providing encouragement and noting any interesting aspects of the community conversation, the approach taken by the Village Facilitator, examples given by participants, encouraging people with important examples to give more details for documentation. At the same time, be careful not to talk too much or to dominate – let the village facilitator take the lead.

3. Plan to stay after the participants leave in order to ask the Village Facilitator what went well, what could have gone better, and give feedback to the Village Facilitator and suggest areas for follow up.

**What to look for during the community conversation**

1. Were participants consulted regarding the best time for the community conversation?
2. Was the location suitable? Did it provide enough space for participants to move around and sit in small groups?
3. Were participants made aware of the objectives of the community conversation?
4. Was the objective of the community conversation met?
5. Was the Village Facilitator well prepared and familiar with the materials?
6. Were the roles between each Village Facilitator clear and decided beforehand?
7. Was the Village Facilitator confident in the use of the tools, and did s/he explain these clearly?
8. Did s/he seem confident and able to engage participants?
9. Was the Village Facilitator able to keep the participants interested?
10. What the topic presented clearly?
11. Did the facilitator pick up issues/stories shared by participants in order to get details and look at ways of addressing them?
12. Did the Village Facilitator engage everyone or only those who tended to speak a lot?
13. What did the Village Facilitator do particularly well (that might be replicated by other Village Facilitator s)?
14. In which areas could the Village Facilitator improve?
15. What did the Village Facilitator say were areas for follow up prior to the next community conversation?
CHAPTER 5

TIPS FOR EFFECTIVE FACILITATION OF THE COMMUNITY CONVERSATION
TIPS FOR EFFECTIVE FACILITATION OF THE COMMUNITY CONVERSATION

As noted in section two, the facilitator of a community conversation plays an important role in establishing mutual trust, understanding and respect with communities and for making sure that the dialogues allow communities to identify and talk about their concerns. S/he must also make sure that outsiders, or people with power, do not impose their views on the community and that there is truly open communication.

5.1. Helping people discover what is truly important to them

The role of the facilitator is to help individuals, organisations and communities identify issues that are important to them, decide on solutions and plan a course for action. In fulfilling this role, the facilitator draws on a variety of participatory approaches of co-learning among facilitators and communities.

The facilitator’s role is to negotiate a process that will help participants draw out their opinions and ensure they participate effectively with each other.

- S/he must be neutral with respect to the issues or the solutions generated by the group.
- S/he is objective regarding the meaning of the different issues and resources relating to the problem.
- S/he is committed to collaboration and participatory decision-making.

5.2. Key responsibilities and core values

A central function of a facilitator is to focus on how well people work together. S/he must also trust that each member of the group can and will share responsibility for what happens. To do this, s/he needs to both trust the group and to be trusted by the group.

In order to fulfil this role, s/he must manage several key responsibilities, including:

1. Laying out clear goals (purpose).
2. Identifying a process to achieve the purpose and clearly communicating where and how the process addresses these goals.
3. Establishing norms and modelling behaviour.
4. Assisting in the flow of information and ensuring full and equal participation.

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5. Creating a safe space that allows participants to speak out.
6. Listening with empathy (showing a genuine interest in what the group has to say).
7. Understanding the needs of the group (and balancing individual needs with the group task).
8. Drawing out the opinions and issues that are important to the group members and helping the group synthesise and prioritise.
9. Encouraging shared responsibility (ownership for what happens), leadership and facilitation.

In conclusion, the facilitator must pay attention to task, process and relationship.

- Task facilitation focuses on the outcome(s) and on doing the necessary steps to complete the task(s). At this level, the role of the facilitator is to assist the group to successfully complete the task.
- Process facilitation is about designing and managing the actual process in order to achieve the task. The role of the facilitator is to assist the group to work together and develop as a group and to help the group manage itself. The facilitator also identifies particular approaches to help the group achieve their objectives and to overcome blocks.
- Relationship facilitation is about first, managing the relationship with the group (i.e. establishing credibility as a facilitator) and second, between the participants. The role of the facilitator is to assist the group to work collaboratively. It may also require working with conflict within the group.
5.3. Some techniques for effective facilitation of a community conversation

Before the conversation

1. Consult participants regarding the best time for the conversation. Once the time is agreed, inform people with plenty of notice.

2. Select a location where there is enough space for participants to move around and sit in small groups. Also consider where you will hang flipcharts.

3. Ensure you are familiar with all the material beforehand. Practice the tools before you hold the conversation.

4. Carefully read the agenda and objectives before you begin; then plan how time will be used during the meeting by making sure the most important items are given priority.

5. Agree on the roles of each facilitator beforehand.

6. Arrive early and check the venue – arrange the chairs or mats so that participants are sitting in a circle, can see everyone and interact freely together.

During and after the conversation

1. Establish three to four clear and simple ground rules in the first session (see chapter 6 for one tool that can be used to establish ground rules). Remind people of these.

2. Take time up front to build trustful relationships with participants.

3. Control the flow of information (so that the conversation stays on track and on time).

4. Keep participants interested – vary your pace, choose icebreakers, keep participants active and engaged in discussions that are important to them.

5. Encourage the participants to interact with each other. For example, when one participant asks a question, the facilitator should not attempt to answer, but s/he should refer the question to other participants in the meeting.

6. Make sure that everyone is able to contribute (that no one person dominates).

7. Demonstrate patience and a willingness to listen to everyone’s views; respect the community’s values and way of seeing the world. (Do not judge).

8. Be neutral – there are no right or wrong answers. If a participant says something that you don’t agree with, don’t make a comment. Instead, ask for clarification or ask a question.

9. In any community conversation, there should be two facilitators. When one plays the main facilitation role, the other plays a support role. S/he observes, gives feedback if asked, helps with the materials etc. When s/he takes on the lead role, the other facilitator takes on the support role.

10. Call for help when needed – during the conversation, the lead facilitator may get stuck. S/he can ask the support facilitator for ideas. S/he can also call on the participants.
11. Encourage the participants to engage in reflection at the end of each session about how they feel, what they understand, what pleases them most etc.

12. Encourage the facilitation team to engage in reflection – the facilitation team should also engage in an open and honest team reflection every day about what worked well, what needs to change, so as to improve the quality of both content and process.

Remember to follow scenario two as much as possible and to guide the participants to discuss amongst themselves. In this way, participants will learn more effectively and retain more information.
CHAPTER 6

ENERGISERS AND WARM-UP EXERCISES
ENERGISERS AND WARM-UP EXERCISES

6.1. Setting of ground rules

**Group size:** 40 maximum

**Time:** 15 minutes

**Materials:** Flipcharts and markers (one for each group)

**Objective:** To establish the ground rules of the community conversation.

**When to use:** This is a good activity for the beginning of the first session.

**Steps:**

1. Divide participants into groups of four to five people.
2. Provide each group with cards and a marker.
3. Ask each group to agree on two most important ground rules.
4. After five minutes, the facilitator begins to collect the cards one by one from each group and begins to group them on a board at the front.
5. Ask participants if they agree with all the rules, and if not, ask why not.
6. Agree on a final list of maximum five rules that will be used as ground rules for all ten sessions.
7. The facilitator concludes the session by highlighting the importance of respecting these rules.

**Tips for facilitator:**

- Keep the process moving; spend no more than five minutes on the group work.
- The facilitator should make sure that everybody contributes to establishing the ground rules.
- Ground rules could include: everyone has something to share and different ideas should not be criticised; when people have questions they should put their hand up; learning is the responsibility of each participant; start and break times, etc.
6.2. Passing clap exercise

**Group size:** Unlimited

**Time:** 10 minutes

**Materials:** Large, open space

**Objective:** To build connections within the group through giving and receiving.

**When to use:** This is a good activity for the first or second session.

**Steps:**

1. Ask the participants to sit in a circle.
2. The objective of the game is to pass a clap from one person to another.
   
   When passing the clap the participants must feel the rhythm of the clap and keep the same rhythm.
   
   In addition, the giver and receiver of the clap must have eye contact with each other when they pass the clap.
3. If the receiver repeats the clap two times (double claps), then the direction of passing the clap will be reversed back to the giver.
4. The facilitator should first show how the game is played and ask whether or not the participants have understood.
5. The facilitator kicks off the game.

**Reflection:**

- *How did you feel doing this exercise?*
- *What does this exercise tell you?*
- *Why do you think we did it?*

**Tips for facilitator:**

- The facilitator should consider whether the way the giver and the receiver pass and receive the clap: are both of them ready to give and to receive? Most of the time, with this game the receiver is not ready to receive yet. The facilitator can use this to reflect about real work or task delegation.
6.3. Shark exercise

Group size: Unlimited

Time: 15 minutes.

Material: Flipchart, one for each group

Objective: For people to practise working in a team in a collaborative manner.

When to use: Anytime.

Steps:

1. Ask participants to work in groups of six or seven.

2. Give each group a flipchart and explain the following: the flipchart represent a small island, and you are all standing on the island. There's a cruel crocodile in the sea, so when the crocodile comes you have to be sure that your feet are on the island – not in the water. Be careful because the crocodile will bite. (The facilitator will act as a crocodile).

3. Round one: You have to make sure that everyone in the group is standing on the flipchart. If anyone is not on the flipchart, the crocodile will bite you.

4. Round two: Ask each group to fold their flipcharts in half and to repeat the exercise.

5. By observing the group's strategies, we can see how much they work collaboratively.

6. Round three: If there is time, fold the flipchart in half again and repeat the exercise.

Reflection:

- How do you feel about this exercise?
- What strategies did you use to work together in your group?
- What are the elements of working together in a group?

Tips for facilitator:

- Encourage the group to work together as a team, care for each other, respect each other’s values, listen to each other, not judge, show forgiveness, and be open, giving and accepting.
6.4. Trust, yes and...

Group size: 16-20 people

Time: 15 minutes

Materials: A safe space or room

Objectives: To show respect through accepting ideas and build on trust. To improve listening, thinking and creativity skills.

When to use: This game can be played anytime from the second sessions onwards.

Step:

1. Form participants into pairs and ask them to walk arm-in-arm together.

2. One of the pair points to an object in the room, names the object but not using the real name, and makes up a story that involves the object.

For example: Pointing to a table, ‘This is the school where I studied when I was a child...’

3. Then, the partner builds on the story by saying, ‘Yes! And that is a ...............’

4. Each pair walks around the room and continue to tell each other stories (The intention is for the pairs to agree by saying ‘Yes, and’ and not ‘Yes, but’).

Reflection:

• How do you feel about this exercise?

• Why did we do this exercise – what does it exercise tell us?

Tips for facilitator:

• Trust, respect, and understanding takes time to build. Encourage participants to be open to give and receive feedback, forgive each other, be honest and shared each other’s values.

• The facilitator can tell people that this exercise aims to accept and build on people’s ideas, not to destroy anybody’s ideas. Encourage people to speak, and respond with ‘Yes! And’, not ‘Yes! But’...
6.5. Sound and movement exercise

Group size: 10 or more participants
Time: 30 minutes
Materials: N/A
Objectives: For people to learn how they can adapt themselves to work in a team. To increase people's concentration and listening skills.

When to use: After participants know each other better. This will not work when participants do not know each other.

Steps:

1. Ask participants to find a partner.
2. Ask as each pair to alternately count one, two, three. That is, if the first person counts 'one', the second person will count 'two'. The first person will continue with 'three'. The second person will then start with 'one' again.
3. Then ask each pair to replace 'two' with sound and movement and keep 'one' and 'three' the same.
4. Now ask each pair to replace 'one' and 'three' with different sounds and movements and keep only 'two' spoken.

Reflection:

• Ask each pair to reflect about the exercise: how do they feel about doing this exercise?
• Why did we do this?

Tips for facilitator:

• The facilitator should observe whether the sound is blended well or not because they critical point in this exercise is to see if people work together as the team or if anyone tries to dominate the group.
6.6. One word story telling

Group size: 15-20 people

Time: 15 minutes

Materials: Enough space to accommodate all participants

Objectives: To develop an awareness of the need for coordination and cooperation in order to achieve team goals.
To improve listening skills.

When to use: After the participants have already developed some kind of relationship together through previous sessions.

Steps:

1. Ask the participants to sit in a circle so that they can see everyone.
2. The facilitator instructs the participants that as a group they will tell a joint story created by everyone. That is, each person takes turns to tell one word of the story at a time.
3. Challenge the group to see if they can complete the story. For example, suppose the start of the story is ‘Mr Teng Kimly was put in prison’.

The story may be told as the following:

<table>
<thead>
<tr>
<th>1st person</th>
<th>2nd person</th>
<th>3rd person</th>
<th>4th person</th>
<th>5th person</th>
<th>6th person</th>
<th>7th person</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>day</td>
<td>there</td>
<td>was</td>
<td>a</td>
<td>robbery</td>
<td>...etc</td>
</tr>
</tbody>
</table>
4. Before beginning, check if everyone understands the instructions – then ask them to begin.
5. If the facilitator sees that the group is struggling to find the ending and is taking a lot of time, then s/he should step in, stop the group and do the reflection.

Reflection:

- How did you feel about this exercise?
- Were you able to complete the story?
- If yes, what helped you in achieving that purpose?
- If not, what held you back?
- What skills did you use in this exercise?
- What key message/s do you think this exercise has taught you about?

Tips for facilitator:

- Improving communication can be very difficult. In this exercise, the information is often missed from one person to another. The facilitator should remind people that in order to communicate well we have to provide clear information and be sure that the receiver is ready to receive.
6.7. Line up exercise

Group size: 20-30 people

Time: 15 minutes

Materials: A clean and large space

Objective: To help participants improve their communication and get to know each other.

When to use: This game can be conducted as a warm up before a session starts.

Steps:

1. Ask the participants to stand in two rows facing each other. Make sure each row has mix of men and women, young and old etc.

2. Tell the group that this exercise is done without talking.

3. The facilitator tells them that they have to move around and order themselves according to the instructions. Once they think they are finished, they should clap their hands as a sign of being done.

4. The facilitator will start with an easy statement:
   a. Everyone with long hair should move to the left of the line. Everyone with short hair should stand on the right. Without talking, arrange yourself so that the line goes from long hair on the left to short hair on the right.
   b. This time the facilitator says: This time I want the shortest person to stand on the left and the tallest person to stand on the right. Without talking, arrange yourself from shortest on the left to tallest on the right.
   c. Finally the facilitator will say: Whoever is the youngest should stand at the left of the line. The oldest in the group should move to the right. Now without talking arrange yourself from youngest on the left to oldest on the right.
Reflection:

- How did you feel doing this exercise?
- Why did we choose to do this?

Tips for facilitator:

- This exercise can be used both in the beginning of the session or related topic. For example, if we want to know about the background of participants, level of education or age. The facilitator can explain that this exercise tells us in the group that there are different levels of capacity, experiences and ages, but that we can adapt ourselves even though we have different backgrounds.
APPENDICES
APPENDIX I:
DETAILS ON PROTECTION ORDERS FOR VICTIMS OF DOMESTIC VIOLENCE

The Law on Prevention of Domestic Violence and Protection of the Victim defines domestic violence as physical, sexual, psychological and economical coercion between people living in one household. It has three objectives:

- To establish all necessary help for the victims of violent acts.
- To create the legal basis for authorities to intervene.
- To give victims the right to ask for protection in the form of a protection order from the court.

Victims of domestic violence can apply for a protection order at the provincial or municipal court. To do this they must go to the court and file a request for a protection order.

The temporary protection order is valid for two months and a regular protection order is valid for six months. Victims can ask for both protection orders at the same time.

Fees have to be paid for the protection order; parties can apply to support for the fees.

To apply for a protection order, the victim does not need a lawyer. The judge will listen to the victim’s story and read any documents s/he has brought. Therefore, victims should take with them any documents like medical reports, photographs of injuries, supporting affidavits from family members, neighbours or children who know about the abuse. Victims should also take their identity card and details such as the perpetrator’s address.

Victims can ask the judge for:

- The perpetrator to be removed from the home.
- The perpetrator to have no contact with the victim and/or the children.
- Protection for the victim’s property.
- Protection that the perpetrator cannot approach the victim in any way by entering the house shared together or the places where the victim stays or works without permission from the victim and the authorities in charge.
- An order to a police officer or Royal Gendarmerie to preserve the victim’s personal property.

• Taking a decision on the custody of and rights to visit the children by paying the highest attention to the rights and interests of the children.
• Halting the victim’s duty of financial support to the perpetrator.
• Imposing the requirement that the perpetrator provides financial assistance to the family.

Issuing of the temporary protection order (2 months): If the judge believes there is enough evidence that domestic violence happened to the victim and could happen again, s/he will give the victim a temporary protection order that will be valid for two months.

The temporary protection order is served on the perpetrator. At this time it is important to ensure the victim is safe and has someone stay with her/him. The perpetrator may be angry and may try to hurt the victim. The protection order tells the perpetrator what to do and what not to do.

Regular protection order (6 months): If the victim wants to extend the temporary protection order and did not ask for this earlier, s/he must go to court again. The judge will inform the perpetrator about the second request, and invite the perpetrator to respond to the victim’s request. The perpetrator can tell his/her side of the story. The victim will also get an opportunity to tell her/his side of the story. The victim can also bring people with them who will be able to support her/his version.

If the perpetrator does not come to the court the judge can give the victim a regular protection order without questioning the perpetrator.

Issuing of the regular protection order: Once the judge has heard all the evidence and still believes that domestic violence has happened or could happen again, he/she will issue a protection order for six months. The regular protection order is served on the perpetrator.

The victim should keep her/his copy of the protection order in a safe place. Make a certified copy and give it to a trusted friend for safekeeping.

If the perpetrator does not obey the protection order and the victim is in danger:

• The police must arrest the perpetrator even without a warrant.
• The victim can also decide to file a complaint with the police to possibly start criminal procedures.

The perpetrator can be charged with any other criminal offence s/he has committed while abusing the victim. The victim will need to testify in court and tell about the abuse. If the perpetrator is found guilty in court, s/he will be fined or sent to jail.

For more information, refer to German Technical Cooperation (GTZ) (2006), Questions and Answers on the Domestic Violence Law, Phnom Penh, Cambodia. Copies of this can be obtained from the Ministry of Women’s Affairs.
Chapter 1
General Provisions

ARTICLE 2.

Civil Registration is a common bond binding the nationality to the State and the actual status of a person within his/her family, nation and enabling the person to have rights and obligations.

A Civil Registry is a registration of a person’s civility of Cambodian citizens and foreigners legally living within the jurisdiction of the Kingdom of Cambodia.

Civil Registries consist of Birth Certificates, Marriage Certificates and Death Certificates.

Chapter 2
Civil Registration Officers

ARTICLE 8.

Commune/Sangkat Chiefs are Civil Registration Officers within his/her commune/sangkat. In the absence of the Chief, a written delegation of authority shall be issued to the Deputy in accordance to hierarchy and an official report shall be made to the Chief of District/Khann.

In case the absence of the Commune/Sangkat Chief is resulted from death or dismissal or within the period where there is no selection of a new Chief, the authority of the civil registration official shall be delegated to the Deputy in accordance to hierarchy.

Chapter 4
Birth Certificates

ARTICLE 17.

When there is a birth, the father or mother has the obligation to register the birth in front of the civil registration officer at the commune/sangkat office at the permanent residence of the baby’s parents no later than 30 days after the birth by clearly declaring that the parents have or have no wedlock. If there is wedlock, they shall present their marriage certificate.

If the parents are unable to come, relatives or neighbours who have truly seen and directly heard/known of the birth of the baby shall register the baby in due time by bringing along the marriage certificate of the parents.
ARTICLE 18.

The last name of the baby can either be that of the family through generations or the name of the father-side grandfather or the name of the baby’s father.

ARTICLE 21.

Adoption of a baby or infant obtained from an orphan baby or infant centre, a baby that was abandoned or given by the baby’s parents shall be carried out in accordance to procedures laid down in the law and regulations that are in force.

The Agreement for this adoption shall be registered in the registry.

ARTICLE 23.

A baby born from parents without wedlock shall also be registered in the registry. At the birth registration, if the parents without wedlock declare in front of the registration officer that the baby is their own, then the registration officer shall consider the father and mother to be the baby’s parents.

In case only the father or mother acknowledges, the baby shall be considered to be only the child of the recogniser.

After the registration (of the baby’s birth), the father or mother who has not acknowledged the baby can also claim his/her recognition afterward.

A child without wedlock can become one with it, if later on the parents recognising the child register their marriage.

Recognising a child can either be done before or at the time of or after the marriage registration.

ARTICLE 25.

If a child is born and is failed to register until after the 30-day deadline, the parents or guardian shall obtain a court decision from their respective province/municipality.

The baby’s father/mother or guardian shall bring the court decision to his/her commune/ sangkat office to register the birth.

In case of necessity, the Minister of Interior and Minister of Justice shall issue additional directives.
Chapter 5

Marriage Certificates

ARTICLE 28.

Men/women intending the get married shall apply for a marriage authorisation to the civil registration officer at the commune/sangkat of the women. The civil registration officer shall thoroughly inspect the application based on the regulations of the law on Marriages and Family that is in force in the Kingdom of Cambodia.

ARTICLE 29.

The registration officer shall post a copy of public notice of the planned marriage at the commune/sangkat office and the residence of the bride. Two more copies of the marriage notice shall be submitted to the commune/sangkat office to be posted at the office and the residence of the groom.

The notice shall include:

1. First and last names, ages, occupations and residences of the prospective husband and wife.
2. First and last names, ages, occupations and residences of the parents of the prospective husband/wife. If the father or mother is deceased, it shall be marked Deceased.
3. Period of objection.

The marriage notice shall be posted 10 days before the wedding day in order for people having interests in the matter to have the opportunity to file objection(s), if they object to the wedding. After the 10 days, if there is no objection, the wedding can proceed. If there is an objection, the wedding can proceed only after the competent authority has completely resolved the objection matter.

ARTICLE 30.

A marriage is to be considered legitimate only when the man/woman agreeing to accept each other to be husband and wife enter into an agreement in front of a civil registration officer at the residence of the woman.

This contract agreement shall be registered in the marriage registry and shall be signed by a civil registration officer and thumb-printed by the husband and wife together with the thumbprints of two adult witnesses.

ARTICLE 31.

When the prospective husband and wife come to register the marriage, the civil registration officer shall register the marriage then issue them an original copy of the marriage certificate and duplicate copies as requested by the couple.
Chapter 6

Death Certificates

ARTICLE 35.

Soon after a death, either the family or relatives or neighbours or the duty bearer of a ministry, institution or unit of the deceased shall report to the civil registration officer at the commune/sangkat office of the residence of the deceased.

The civil registration officer shall issue an authorisation for the funeral (cremation or burial) if the death is by normal illnesses, old aged, natural causes or other accidents that are beyond any doubt relating to any criminal act of murder.

Death registration and the issuance of the Death Certificate shall be done, at the latest, 15 days after the death occurred.

If the deceased possesses epidemic diseases that may cause dangers to society, it shall be immediately reported to a hospital or a hygiene institution. If the medical or hygiene officer decides to immediately do away with the body, the civil registration officer shall issue the authorisation to act on it accordingly.

ARTICLE 36.

If a person dies of any reason relating to the doubt of a crime of murder, the civil registration officer or any relevant individual shall immediately report to the competent authority at the village of the deceased in order for the expert officials to expedite their inspections, research and resolve the matter. After the competent authority makes its decision, the civil registration officer can issue authorisation for the funeral.

ARTICLE 37.

If a Khmer citizen from one commune/sangkat dies in another commune/sangkat, the civil registration officer of the latter commune/sangkat shall inform the civil registration officer of the commune/sangkat of the residence of the deceased in order to inform his/her relatives to come and take the body for a funeral and register his/her death at the commune/sangkat of his/her permanent residence.

If the deceased has no relatives or anybody knowing him/her, the civil registration officer of the commune/sangkat where the death occurred shall perform a funeral and register the death at the commune/sangkat.
ARTICLE 39.
Upon the report of a death, the civil registration officer shall register the death then issue an original copy of the death certificate and duplicate copies as requested.

ARTICLE 40.
If there is a death and it is failed to register until after the 15-day deadline, the family of the deceased shall obtain the court decision from his/her respective province/municipality, then bring it to his/her commune/sangkat office to register the death.

Chapter 12
Civil Registration Fees
Registration for birth and death does not incur any fee. Marriage authorisation requests and marriage registrations, birth, marriage and death certifications do incur pre-set fees as shown on the application form.

All requests for duplication or extraction of a civil registration shall pay a fee on the application form and a stamp for the benefit of the commune/sangkat and the state budget.

The cost of the civil registration application form and the cost of stamp shall be determined by a sub-decree following the request of the Minister of Economy and Finance and Minister of Interior.
APPENDIX

FORMS FOR MONITORING COMMUNITY CONVERSATIONS
FORMS FOR MONITORING COMMUNITY CONVERSATIONS

For explanations of the purpose of and when to use these forms, see chapter 4.

FEEDBACK FORM FOR THE COMMUNITY CONVERSATION

Please write your comments below to assist us in finding out how useful the workshop has been, and what more we can do. Thank you.

1. What did you think about the contents of the workshops?
   (please circle the appropriate picture)

   ![Very useful](image1)
   ![About right](image2)
   ![Not useful](image3)

   Any suggestions:

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________

2. How did you find the training methods used during the workshop?
   (circle the appropriate picture)

   ![Good](image4)
   ![About right](image5)
   ![Needs improvement](image6)

   Any suggestions:

   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
   ______________________________________________________________
3. What did you find most useful about the workshop?

4. Where are any areas that you feel could be improved?

5. Please comment on the effectiveness of the facilitators:

6. Please tell us about one or two topics you have learnt that you plan to share with others in your community:
7. How will you share this knowledge with others in your community?

8. Please tell us of any other ways you plan to use what you have learned after this workshop:

9. Any other comments?
STORY COLLECTION GUIDE FORMAT

Description/background to be shared with the interviewee:

We (the people from the community conversations project) are hoping to capture some stories about changes that may have resulted from your work. If you are happy with this, I will ask you three or four questions and write the answers down in my notebook.

Is now a good time to begin? (If not, when can we do this?). It should take around 20-30 minutes.

We hope to use these stories and information collected from your interviews for a number of purposes including:

- [ ] To help us understand what participants think is good and not so good
- [ ] To make improvements to our work
- [ ] To tell interested others (government, funders) what has been achieved

Confidentiality:

We may like to use your stories for reporting to our donors, or sharing with other participants and trainers:

Do you, (the storyteller):

- [ ] Want to have your name on the story (tick one) Yes ____ No _____
- [ ] Consent to us using your story for publication (tick one) Yes ____ No _____

Contact details:

*Name of storyteller _____________________________________ Tel. number _______________

Sex ________ Socio-economic background ________________ Occupation ________________

Name of person recording story _____________________________________________

Location _____________________________________________________________________

Date of recording _____________________________________________________________________

*If the interviewee wishes to remain anonymous, don’t record their name or contact details; just write Village Facilitator, participant of Community Conversations or similar.
Questions

1. Tell me how you (the storyteller) first became involved with the project and how you have been involved

2. Please list the most important changes that you feel have resulted from the project
   a.
   b.
   c.
   d.

3. From your point of view, select the MOST significant change of all the changes you listed above, and describe it in more detail:

4. Why did you choose this change in particular? That is, why was it significant for you?

5. What recommendations do you make associated with the story? That is, what should the project be doing more or less of?
CASE STUDY GUIDE EXAMPLE

Interviewer: ______________________ Date: ______________ Photos (yes/no): __________

Name of person/s in case study: _____________________________________________________

Location: ________________________________________________________________________

Age: ___________ Sex: _________ Socio-economic background: ____________________________

Occupation: ______________________________________________________________________

Other members of family (number of parents, brothers, sisters, children, grandchildren in household) if they add any important dimension to the story:

(E.g. this couple has 4 children, ages 15, 13, 11, and 8).

Previous and current circumstances (a description of the conflict and the current status):

E.g. Husband drinks a lot and when he was drunk he would physically and sexually abuse her. She went to a Village Facilitator and shared her problem. The Village Facilitator arranged a meeting with her and the Village Chief, who explained to her what her options were. She decided to go to the police, and is considering whether to take out a temporary protection order. The local police and a male Village Facilitator spoke to her husband and advised that he spend some time considering his actions. He is currently staying with his parents at a nearby village. Her husband has said he wants to save the marriage and will try to change his behaviour, but she is concerned that the violence will continue. She is very glad to have the support of her neighbours and the village chief, as she now feels less on her own.
Assistance they received from the Village Facilitator, local authority or other person (What? How has it helped?):

- *E.g. The Village Facilitator listened carefully to the woman and helped to build trust and asked her if it was OK to meet with the husband.*
- *E.g. The Village Facilitator made an appointment to meet with the husband and a local policeman.*
- *E.g. The Village Facilitator and local policeman met the husband, explained how the drinking and violence was affecting the family and he realized the situation was terrible.*
- *E.g. The Village Facilitator paid regular visits to the husband as he was trying to change his behaviour.*

Future plans and expectations:

- *E.g. The Village Facilitator plans to continue to be available to the wife and to encourage the husband.*

Other comments and observations:

- *E.g. The Village Facilitator is a very trusted woman in the community.*
- *E.g. This Village Facilitator could be an excellent role model to other Village Facilitators.*
CASE STUDY GUIDE FORMAT

Interviewer: ________________ Date: ______________ Photos (yes/no): __________

Name of person/s in case study: ________________________________________________

Location: ____________________________________________________________________

Age: ___________ Sex: __________ Socio-economic background: ___________________

Occupation: __________________________________________________________________

Other members of family (number of parents, brothers, sisters, children, grandchildren in
household) if they add any important dimension to the story:

----------------------------------------------------------------------------------------------------

Previous and current circumstances (a description of the conflict and the current status):

----------------------------------------------------------------------------------------------------

Assistance they received from the Village Facilitator, local authority or other person
(What? How has it helped?):

----------------------------------------------------------------------------------------------------
Future plans and expectations:

Other comments and observations:
APPENDIX IV:
MATERIALS USED TO DEVELOP THIS HANDBOOK


German Technical Cooperation (GTZ) and the Ministry of Women’s Affairs of the Royal Government of Cambodia (2005), *Domestic Violence: A training manual to raise awareness*, Phnom Penh, Cambodia.


UNDP Cambodia (2009), *Community Conversations Project: Mid-point Survey Report, Kampong Chhnang, Kampong Speu and Siem Reap*, Intermedia and Green Goal, Phnom Penh, Cambodia.


APPENDIX V:
RESOURCES FOR LEARNING MORE ABOUT COMMUNITY CONVERSATIONS AND DIALOGUE PROCESSES


A number of resources on community conversations are available from the Nelson Mandela Foundation site, at http://www.nelsonmandela.org/index.php/dialogue/ (accessed on March 1, 2010).
### Example of Marriage Certificate

<table>
<thead>
<tr>
<th>Certificate Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example of Marriage Certificate</td>
</tr>
</tbody>
</table>

#### Columns:
- **First Name**
- **Surname**
- **Date**

#### Details:
- **Spouse 1**
  - **Name**
  - **Date**
- **Spouse 2**
  - **Name**
  - **Date**

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**Talking about Domestic Violence**

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EXAMPLE OF BIRTH REGISTRATION CERTIFICATE

<table>
<thead>
<tr>
<th>Name of Child</th>
<th>Mother's Name</th>
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</table>

<table>
<thead>
<tr>
<th>Father's Name</th>
<th>Date of Birth</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Place of Birth</th>
<th>District</th>
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<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Mother's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Father's Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>