“...sexual violence is preventable”
Self-awareness

The Communities Care: Transforming Lives and Preventing Violence Programme (CC Programme) aims to create positive social change in communities to increase fairness and equality between men and women and to reduce tolerance for sexual violence.

The most important resource for creating social change through the programme is people. Staff and other programme stakeholders are the change makers. Before they can address harmful beliefs and attitudes about sexual violence in the community, they need to reflect on their own and be sure that they demonstrate the beliefs and behaviours the CC Programme is trying to foster in the community. This module focuses on encouraging self-awareness about personal values and beliefs and reflection on each person’s role as a change maker.

LEARNING OBJECTIVES

At the end of this module participants will:

1. Have reflected on their personal values and considered the factors that have shaped them.

2. Have questioned their personal beliefs about gender equality and gender roles and understand beliefs about gender equality that underlie the CC Programme.

3. Be familiar with community beliefs and norms about sexual violence and able to articulate how to demonstrate positive beliefs and behaviours in everyday life.

TOPICS

- **TOPIC 1**: Self-awareness (2 hours)
- **TOPIC 2**: Personal beliefs (2 hours)
- **TOPIC 3**: Community norms and sexual violence (1 hour)

Participant handouts

- **Handout 1**: Personal beliefs self-assessment
- **Handout 2**: Personal values
- **Handout 3**: Simplified Universal Declaration on Human Rights (UDHR)
- **Handout 4**: Examples of sexual violence–related norms
Participant handouts

- **Handout 1**: Personal beliefs self-assessment
- **Handout 2**: Personal values
- **Handout 3**: Simplified Universal Declaration on Human Rights (UDHR)
- **Handout 4**: Examples of sexual violence–related norms
## Schedule

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
<th>Slides</th>
<th>Handouts</th>
</tr>
</thead>
</table>
| 9:00–9:45  | • Welcome and introductions  
• Logistics  
• Content and objectives  
• Group norms  
• Self-assessment         | 1–4    | Handout 1: Personal beliefs self-assessment       |
| 9:45–10:45 | • Self-awareness                                                        | 5–7    |                                                   |
| 10:45–11:00| Morning tea                                                              |        |                                                   |
| 11:00–12:00| • Self-awareness                                                        |        | Handout 2: Personal values                        |
| 12:00–1:00 | • Personal beliefs: Gender equality                                     | 8–10   | Handout 3: Simplified UDHR                        |
| 1:00–2:00  | Lunch                                                                    |        |                                                   |
| 2:00–3:00  | • Personal beliefs: Sexual violence                                     |        |                                                   |
| 3:00–3:15  | Afternoon tea                                                            |        |                                                   |
| 3:15–4:15  | • Community norms and sexual violence                                    | 11     | Handout 4: Examples of sexual violence–related norms |
| 4:15–4:45  | • Summary and closing                                                    |        |                                                   |
NOTE TO FACILITATORS

To prepare to facilitate this module:

This module is about self-reflection and self-awareness. To facilitate you must be comfortable discussing and facilitating a process of group reflection on personal issues and beliefs in a sensitive manner. This includes knowing how to handle differences of opinion. Successful facilitation of this module requires a high degree of self-awareness. All facilitators must do the self-awareness activities themselves before delivering the training.

There are no pre-tests or post-tests for this module; however there is a questionnaire to help participants assess their beliefs related to gender equality and sexual violence. Throughout the training, you will also need to carefully assess participants’ beliefs and attitudes about gender equality, gender roles and harmful community norms. Where there are concerns that a participant’s beliefs or values do not reflect the principles of the CC Programme, this can be explored and followed up individually outside training.

The self-assessment in handout 1 should be distributed and filled out at the beginning of the day. You need to advise participants that you will not be collecting this self-assessment; its purpose is to enable them to start the day reflecting on their personal beliefs on equality between women and men and on sexual violence.

The aim of the sessions on self-awareness is to encourage participants to reflect on what has made them who they are. Facilitating these sessions should focus on encouraging self-reflection and on helping people to develop insight into where their values come from, and how they are shaped initially by families, communities, culture and religion.

During discussions, it is very important to emphasize that values underpin and inform our relationships with the community and with survivors. The key point to make is that how people behave is a reflection of their beliefs and their beliefs are a reflection of their values.
Adapting the training

Before delivering the training it is necessary to review the entire content and adapt it as necessary to your context. You will need to adapt it in two ways:

1. By ensuring the activities are appropriate to your context, for example that they are culturally acceptable and relevant. If you identify an activity that might not be appropriate, you need to substitute it with one that will enable you to achieve the same objective.

2. There are places in the training that you need to insert locally specific information or material or presentations from your context.

When facilitating the following topics, consider the information below:

**TOPIC 1:** Before you start the activity on personal timelines in, tell participants that this activity will require them to reflect on their lives and that anyone who does not wish to do this exercise doesn’t have to.

**TOPIC 2:** The ‘where do you stand on gender equality?’ activity often generates lively and passionate responses and strong debate. Your role is to allow all opinions to be discussed and to guide the discussions, making sure that people have the opportunity to participate and that everyone’s views are respected. There are no ‘wrong’ responses; however if you are facilitating this activity with CC Programme staff, it’s important to note if particular participants have beliefs that are contrary to the principles of the programme. If a participant expresses beliefs that you think are not in line with the programme, it is a good idea for a supervisor or senior member of staff to follow up with that person individually after the training.

**TOPIC 3:** You will need have a list of community beliefs and norms based on the findings of the formative research to use during the final activity in this module. Include, if possible, examples of beliefs and expectations:

- About gender equality
- Related to masculinity and femininity
- Related to sexual behaviour
- That stop survivors from coming forward
Establishing group norms:
If the group has worked together in previous training, you will need to review the group norms established on the first day. If the group has not yet worked together, you may wish to use the activity below to help establish group norms.

1. Divide participants into small groups of four to six. Ask each group to do the following:
   - Reflect on how we have traditions that inform how we behave and interact on special occasions such as weddings, funerals, religious and cultural festivals. Choose one of these occasions and make a list of behaviours that are acceptable/unacceptable at this time.
   - Imagine that someone is visiting from a completely different place and does not speak your language or know anything about your culture. You do not want this person to be embarrassed by behaving inappropriately. Think about how you will show the person what is acceptable and what is not acceptable behaviour.

2. Ask group members to role-play the occasion they have chosen, without speaking. Ask one member of each group to visit a neighbouring group.

3. After a few minutes, bring the whole group together into a talking circle and ask them these questions:
   - How easy is it to identify and demonstrate these ‘rules’?
   - Why do these ‘rules’ for special occasions exist?
   - What benefits come from having these ‘rules’?
   - What happens if someone breaks these ‘rules’?
   - What might happen if we had no ‘rules’ to follow at these special times?

4. Explain that during the training participants will be discussing sensitive and challenging topics. It is important that everyone can feel safe to do this. This means that the group should have its own special rules for how participants behave when they are together.

5. What rules do participants want that will help them learn, share and develop together safely and without fear?

6. List the suggestions and develop these into a set of ground rules/group norms that everyone agrees with.
SESSION PLAN

WELCOME AND INTRODUCTIONS—45 minutes

- **Welcome and housekeeping**
  - SHOW SLIDES 1–4
  - Welcome all participants and provide information about the facilities, other logistical issues and training timetable and content.

- **Introductions and ice-breaker**
  - Facilitate an introductory activity so that everyone is familiar with each other and ready to get started.

- **Group norms**
  - Review the group norms established in earlier trainings or conduct an activity to develop group norms for the day (see Notes to facilitator).

- **Self-assessment**
  - Distribute Handout 1: Personal beliefs self-assessment and ask participants to complete it.

TOPIC 1: SELF-AWARENESS—2 hours

1. **Personal timeline**
   - Before you start this activity, it’s very important to tell participants that it will involve their reflecting on their lives and that anyone who does not wish to do this exercise doesn’t have to.

   1. Explain to participants that to engage with sensitive issues and values and beliefs with different groups in the community, we need to first understand ourselves and what has shaped our own values and beliefs.

   SHOW SLIDE 5

2. Tell participants that developing self-awareness is a journey and that we need to continually reflect on questions such as these:
   - Who am I?
   - Do I consider myself a role model? For whom?
   - What are my strengths? Weaknesses?
   - What do I need from other people?
   - What do I have to give other people?
   - What do I believe is right for others?
3. Explain that to start us thinking about these questions, we are going to do a number of different exercises. Firstly, we are going to reflect on what has made us who we are and to do that we are going to journey back through our lives.

4. Ask participants to sit comfortably and close their eyes, then slowly guide them through this visualization:

I want you to remember as far back as you can to your first home. Try to remember the sights, sounds, smells, the feeling and experiences. Who was there? All the things that are part of who you are today. Remember your mother, or perhaps your grandmother; maybe they are cooking over a fire. Your father or grandfather returning home in the evening. Your brothers and sisters, your cousins, and the games you played with each other, the tasks you shared, the happy times, and the sad ones as well. Maybe you were responsible for looking after younger brothers and sisters, or maybe you were the youngest. Remember when you first went to school. How did you feel? Were you excited? Nervous? The arrival of new family members, maybe the loss of some. The good and the sad times with your family. Think about when you were an adolescent, the security of life at home, and the hardships. Maybe making new friends and the different kind of fun you had with them. All the joys and sorrows of growing up. Then becoming an adult, maybe getting married, maybe getting a job, leaving your parents’ home. Then working, having children. The good and bad times with your husband or wife. Think about the people who were close to you growing up and the other important people and events in your life so far, good and bad. Maybe some of those people are not here now, but you are different because of them.

5. Tell participants to open their eyes and come back to the present slowly.

6. Ask participants to draw a timeline of their lives so far and include on it the people and events that have been significant in making them who they are today.

7. When everyone has finished, invite volunteers to share their reflections on the process and what they have learned.
2. Body mapping

**Individual exercise**

45 minutes

1. Explain to participants that we are each going to create a body map to think about who we are from a different perspective and to consider how life experience is stored in our bodies.

2. Ask participants to each spread out four pieces of paper and tape them together to form a big sheet. Ask them to draw a life-sized representation of their bodies, using pictures, symbols and words to represent valued aspects of themselves and the world they live in. Encourage participants to be creative and to consider questions such as these:
   - Which part of their bodies do they see as powerful?
   - Where on their bodies are their emotions, their spirit, their intellect?
   - Do their bodies hold memories?
   - Which parts of their bodies connect to other people?

3. When they have finished, ask participants what they have learned about themselves. If there is time, invite volunteers to share their body maps.

For more information on body mapping and more images of body maps like the one at right, see: <www.art2bebody-maps.com>
SHOW SLIDE 6

1. Ask participants to sit comfortably and reflect on the following questions. They can choose to jot down their thoughts but should first spend some time silently reflecting on these questions:
   - What is important to me?
   - What do I value in my life? In my relationships?
   - Where do these values come from? Who or what has influenced them?
   - How do my values influence the way I behave towards other people?
   - How do I influence other people’s values?

2. After 10 minutes, ask for volunteers to share their thoughts and feelings, making it clear that sharing is optional.

REFER PARTICIPANTS TO HANDOUT 2: Personal values

3. Ask participants to review the list of values in the handout and decide which are important to them and why.

4. After 10 minutes, ask participants if some of their values are different from widely shared values in the community. If participants hold different values from the wider community, ask them why this is the case.

5. Discuss how personal values are initially learned from our family values and are shaped by our communities, cultures and personal experiences. Our values and the values of those important to us influence and underlie our beliefs and our behaviour. Make the point that over time, and throughout our lifespans, we question and sometimes change our values.

SHOW SLIDE 7

6. Conclude by highlighting the following points:
   - Self-awareness is a lifelong journey and very important to our work as change makers with communities and with survivors of sexual violence.
   - It is important to have an awareness of what our values are as they inform relationships with the community and with survivors.
   - We need not only to understand our own personal value systems, but also that our values underpin beliefs and beliefs underpin behaviour. How people behave is a reflection of their beliefs and their beliefs are a reflection of their values.
4. Where do you stand on gender equality?

Large group activity

1 hour

SHOW SLIDE 8

1. Explain that the purpose of this activity is to help participants reflect on their own beliefs and attitudes related to gender roles and gender equality and to engage with beliefs and attitudes that differ from their own.

2. Post a sign with ‘Agree’ written on it on one side of the room and one with ‘Disagree’ on the other side.

3. Tell participants that you are going to read a statement aloud and they need to decide if they agree or disagree with it. People who agree should stand under the ‘Agree’ sign; people who disagree should stand under the ‘Disagree’ sign. Those who are uncertain can stand in the middle and should feel free to move after hearing what others have to say.

4. Read a statement from the list below or choose one that reflects common local beliefs. Once people have moved, ask volunteers from different sides of the room to explain briefly why they agree or disagree. Encourage discussion and debate about different opinions.

5. Repeat the process for as many statements as you have time for, allowing for discussion between participants.

Statements about gender equality and gender roles

- There are some things men can do that women can’t.
- A man should never do women’s work.
- Men and women should have equal rights and opportunities.
- A man has the right to beat his wife to discipline her.
- It is more important to send a boy to school than a girl.
- A woman should always have sex with her husband even if she doesn’t want to.
- It is OK for a man to have extramarital sex.
- A girl should never have sex before marriage, but it’s OK for a boy to.
- Men are entitled to sex when they want it.

6. Ask everyone to return to their seats, and facilitate a discussion using these questions:

- How did it feel to expose your beliefs to others?
- How did it feel to have people disagree with you?
- How did it feel to listen to other people’s opinions?
- Did you change any of your views?
SHOW SLIDE 9

7. Conclude by highlighting the following points:
   • Our personal beliefs about gender equality and about how men and
     women should and shouldn’t behave are central to our roles in the
     CC Programme. We need to believe in the changes we want to make
     happen.
   • The CC Programme is based on principles of equality of rights for
     women and men; participants should review the simplified UDHR, and
     reflect on whether they genuinely believe that both women and men
     should enjoy all these rights.

REFER PARTICIPANTS TO HANDOUT 3: Simplified UDHR

SHOW SLIDE 10

1. Put participants into small groups of four, and ask each group to discuss
   these questions:
   • What are some of your community’s beliefs about survivors of sexual
     violence? Is it different for:
     ‣ a woman who has been raped by a group of soldiers?
     ‣ a girl who has been raped by a neighbour?
     ‣ a sex worker who has been raped by police?
     ‣ a man who has been raped in prison?
     ‣ a woman who has been raped in prison?
     ‣ a woman who has been raped by her husband?
   • What are your community’s beliefs about men who commit sexual
     violence?
   • Do different groups have different beliefs?
   • Where do these beliefs come from?
   • Are your beliefs the same or different?

2. Bring the groups back together and allow 20 minutes for a discussion
   about community beliefs and participants’ personal beliefs, paying partic-
   ular attention to personal beliefs that differ from community beliefs and
   exploring where those different beliefs come from.

Note: If you have extra time, you can ask participants to role-play
community beliefs and behaviours towards different survivors of sexual
violence in the examples above and ask them to show how different
people in the community might respond to the incident/person.
TOPIC 3: COMMUNITY NORMS AND SEXUAL VIOLENCE–1 hour

6. Gender equality, gender roles and sexual violence norms in the community

Facilitator presentation and large group discussion

1 hour

You will need have examples of community beliefs and norms based on the findings of the formative research to use during the final activity in this module.

REFER PARTICIPANTS TO HANDOUT 4: Examples of sexual violence–related norms

1. Briefly review examples of norms relate to sexual violence from different parts of the world on the handout.

SHOW SLIDE 11

2. Ask participants for examples of how shared beliefs and expectations in the community influence the following:
   • Perpetration of sexual violence in their community
   • The way we respond to sexual violence in their community
   • Help-seeking behaviours in their community

3. Present the examples of community norms that contribute to sexual violence. Explain that norms about gender equality, gender roles, masculinity and femininity and those that prevent survivors from coming forward all contribute to sexual violence.

4. Ask participants to discuss their reactions to the beliefs and norms related to sexual violence from their community.

5. Facilitate a discussion about participants’ roles as change makers in transforming the harmful beliefs and norms related to sexual violence and reinforcing the positive ones.

6. Ask participants for examples of how they can show these positive beliefs and norms in their everyday lives and in their work with communities.

SUMMARY AND CLOSING–30 minutes

Questions and summary

30 minutes

• Allow time for questions that have not yet been addressed.
• Provide a summary of the topics covered during the training.
## Personal beliefs self-assessment

Read each statement. Decide if you agree, disagree or are not sure and circle the answer that best matches your belief about the statement.

<table>
<thead>
<tr>
<th>Number</th>
<th>Statement</th>
<th>Agree</th>
<th>Not sure</th>
<th>Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Women and men should be treated equally.</td>
<td></td>
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<tr>
<td>2</td>
<td>Only men should make decisions about household spending.</td>
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<tr>
<td>3</td>
<td>When women get rights, they are taking rights way from men.</td>
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<tr>
<td>4</td>
<td>Gender equality has come too far.</td>
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<tr>
<td>5</td>
<td>Boys and girls should have the same opportunities.</td>
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<tr>
<td>6</td>
<td>Women should have the opportunity to work outside the home if they want to.</td>
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<td>7</td>
<td>There are times when it's OK for a man to use violence against his wife or a female relative.</td>
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<tr>
<td>8</td>
<td>A woman should always have sex with her husband even if she doesn't want to.</td>
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<tr>
<td>9</td>
<td>There are situations where a man should force a woman to have sex with him.</td>
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<tr>
<td>10</td>
<td>To protect her family's honour, a woman or girl should keep silent if she has been raped.</td>
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<tr>
<td>11</td>
<td>Families should feel ashamed if a female relative is raped.</td>
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<tr>
<td>12</td>
<td>A woman or girl who has been raped should be blamed for what happened.</td>
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<tr>
<td>13</td>
<td>People should not interfere in other families’ problems, even if girls in the family are suffering from sexual violence.</td>
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</tbody>
</table>
Look through this list of some common values people hold. If a value applies to you, tick the ‘Applies to me’ box. For each box you ticked, decide how important this value is to you, using a scale of 1 (least important) to 10 (most important). You can use the blank boxes to add other values.

<table>
<thead>
<tr>
<th>Value</th>
<th>Applies to me</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being independent</td>
<td></td>
<td></td>
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<tr>
<td>Being part of a community</td>
<td></td>
<td></td>
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<tr>
<td>Being powerful</td>
<td></td>
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<tr>
<td>Being spiritual</td>
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<td>Being a leader</td>
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<tr>
<td>Being a follower</td>
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<tr>
<td>Doing what is expected of me</td>
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<tr>
<td>Helping others</td>
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<tr>
<td>Being liked by others</td>
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<tr>
<td>Working to change society</td>
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<tr>
<td>Working for women’s rights</td>
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<td>Protecting the rights of children</td>
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<tr>
<td>Protecting the rights of disadvantaged groups</td>
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<td>Other:</td>
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<tr>
<td>Other:</td>
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</table>

<table>
<thead>
<tr>
<th>Value</th>
<th>Applies to me</th>
<th>Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Being health conscious</td>
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<tr>
<td>Being a good husband/wife</td>
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<tr>
<td>Being part of a family</td>
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<tr>
<td>Being a good friend</td>
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<tr>
<td>Being confident</td>
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<tr>
<td>Being a good parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Always learning</td>
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<tr>
<td>Being optimistic</td>
<td></td>
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<tr>
<td>Working in a team</td>
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<tr>
<td>Accepting people as they are</td>
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<tr>
<td>Standing up for what I believe in</td>
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<tr>
<td>Doing a good job</td>
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<tr>
<td>Fitting in with the group</td>
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<tr>
<td>Other:</td>
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<td>Other:</td>
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HANDOUT 2

Personal values
Simplified Universal Declaration of Human Rights

1. Everyone is free and we should all be treated in the same way.
2. Everyone is equal despite differences in skin colour, sex, religion, language for example.
3. Everyone has the right to life and to live in freedom and safety.
4. No one has the right to treat you as a slave nor should you make anyone your slave.
5. No one has the right to hurt you or to torture you.
6. Everyone has the right to be treated equally by the law.
7. The law is the same for everyone, it should be applied in the same way to all.
8. Everyone has the right to ask for legal help when their rights are not respected.
9. No one has the right to imprison you unjustly or expel you from your own country.
10. Everyone has the right to a fair and public trial.
11. Everyone should be considered innocent until guilt is proved.
12. Everyone has the right to ask for help if someone tries to harm you, but no-one can enter your home, open your letters or bother you or your family without a good reason.
13. Everyone has the right to travel as they wish.
14. Everyone has the right to go to another country and ask for protection if they are being persecuted or are in danger of being persecuted.
15. Everyone has the right to belong to a country. No one has the right to prevent you from belonging to another country if you wish to.
16. Everyone has the right to marry and have a family.
17. Everyone has the right to own property and possessions.
18. Everyone has the right to practise and observe all aspects of their own religion and change their religion if they want to.
19. Everyone has the right to say what they think and to give and receive information.
20. Everyone has the right to take part in meetings and to join associations in a peaceful way.
21. Everyone has the right to help choose and take part in the government of their country.
22. Everyone has the right to social security and to opportunities to develop their skills.
23. Everyone has the right to work for a fair wage in a safe environment and to join a trade union.
24. Everyone has the right to rest and leisure.
25. Everyone has the right to an adequate standard of living and medical help if they are ill.
26. Everyone has the right to go to school.
27. Everyone has the right to share in their community’s cultural life.
28. Everyone must respect the ‘social order’ that is necessary for all these rights to be available.
29. Everyone must respect the rights of others, the community and public property.
30. No one has the right to take away any of the rights in this declaration.

Examples of sexual violence–related social norms

Gender norms that contribute to sexual violence

- In Cambodia and Peru, gang rape is a sign of masculinity.1
- In South Africa, using sexual violence is an acceptable way of ‘putting women in their place’ or punishing them.2
- In Ethiopia, a woman should obey her husband in all things.3
- In Somalia, a husband has the right to have sex with his wife when he wants to.
- In South Sudan, a woman should tolerate violence in order to keep her family together.4

Sex-related norms that contribute to sexual violence

- In Pakistan, sex is a man’s right in marriage.5
- In Thailand, a wife does not have the right to refuse sex.6
- In India, women must not show an interest in sex and must resist even wanted sexual advances.8
- In South Africa, girls are responsible for controlling a man’s sexual urges.9
- In Somalia and South Sudan, if a girl or woman is raped, it is better for her to keep it to herself.11

Norms about masculinity and violence that contribute to sexual violence

- In Nigeria, young men believe that rape is an acceptable way of teaching an unwilling female ‘a lesson’ or punishing a woman.12
- In South Africa, a certain amount of violence and even rape is part of normal boyhood behaviour.13
- In Somalia, a man can use physical violence to discipline his wife.
- In South Sudan, it is acceptable for a man to hit his wife if she won’t have sex with him.14

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5. Ibid.
7. Ibid Pulverwitz et al.
12. Ibid Ajayun.