



TALANOA: PREVENTION OF GENDER-BASED VIOLENCE

Target Audience

This workshop is designed for anyone in the American Samoan community who advocates for victims of domestic violence.

Advocacy Training:

The American Samoa Alliance against Domestic and Sexual Violence (aka The Alliance) purpose is to empower individuals and community to learn about healthy relationships to stop domestic and sexual violence. As leaders in our community we are active participants to end domestic and sexual violence. The Alliance collaborates with the community to strengthen member organizations and partners to advocate for victims to create safe spaces. We do this by developing tools, such as the Advocacy Training and how to respond to domestic and sexual violence victims and their needs.

We encourage community members to use these tools. It is free for you to use, and suggest you develop the tool to meet your needs, and the community you serve. Share with us your ideas and comments to our email: administration@asadv.com.

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Goal

The goal of this talanoa is to provide community-based advocates the knowledge and skills with which to prevent gender-based violence by cultivating a personal understanding of this phenomenon in the context of fa'aSamoa.

Training Objectives

Didactic Objectives	Learning Activity
1. Improve trainees' fundamental knowledge of gender-based violence (GBV) in the context of fa'aSamoa based on science, personal experience and ways of knowing: <ul style="list-style-type: none">- Upon completion of two activities, trainees will have experienced the intertwining of fa'aPalagi and fa'aSamoa ideas and frameworks.	Pre-Workshop survey (Intro) 'Learning from experience' (Section B) 'Tala mai fafo' (Section G)
2. Improve trainees' skills to employ principles and practices of GBV prevention using evidence-based strategies: <ul style="list-style-type: none">- Upon completion of one activity, trainees will have demonstrated skills needed to conduct reflective practices and implement a GBV-prevention strategy in American Samoa.	'Applying the fa'aPalagi' (Section F) 'Tala mai fafo' (Section G)
3. Increase trainees' confidence in being able to advocate against gender-based violence as measured by pre- and post-workshop survey responses.	Post-Workshop Survey (Section H)

Advocacy Defined in the Context of This Talanoa

Advocacy is an integral part of any social service provider's approach to his or her work with victims of domestic violence. Advocacy aims to empower victims through communication, community relations and partnership building, outreach, and lobbying – building blocks towards establishing sustainable victim safety. At the core of victim advocacy *'rests the person-to-person, individualized advocacy, and support for and with each victim/survivor – one person at a time'* (OVW, 2017).

Anyone can be an advocate with the right knowledge, skills, and approach. It is an ongoing process driven by the victim, not the advocate. Becoming an advocate can be framed in **four continuous steps**:

- **Learning:** acquiring core knowledge and skills, setting advocacy goals, assessing community resources and social service protocols.
- **Planning:** identifying needs and developing solutions, working with stakeholders, building partnerships.
- **Implementation:** utilizing learning and planning to empower victims with what they need to be safe and improve their quality of life.
- **Evaluation:** assess the outcomes of working with victims, learn from success and failure, make adjustments to improve learning, planning and implementation.

In this Talanoa, participants will be introduced to the attributes of a gender-based violence (GBV) from a fa'aPalagi (non-Pasifika) lens and informed of the need to uncover what these attributes look like in the context of fa'aSamoa in order to prevent GBV using culturally appropriate language and strategies. The primary use of this talanoa is to help participants grow towards a culturally based understanding of gender-based domestic violence by applying

western-based theory and frameworks on their personal experiences. In this way we can dispel the notion that these concepts do not apply to Samoan culture.

Curriculum Content Review

Criteria	Review
Accuracy	Content reflects a synthesis of findings from peer-reviewed publications between 2011 and 2020. Strategies, tools, skills and concepts etc. are evidence-based, curated from U.S. national domestic violence advocacy and prevention websites, scientific journals.
Timeliness/ Relevance	Domestic violence (DV) has increased in the U.S. by 8% between Sept. 2019 and Oct. 2020 ¹ . Local assessments find that substance abuse, sexual assault, domestic violence, and teen suicide are prevalent in American Samoa, and that there are limited resources to address these issues, and limited opportunities for training to effectively assist victims.
Cultural Appropriateness	Research informing content development include eight manuscripts from New Zealand and Europe, and the remaining from the United States. Study subjects are representative of Samoan and other Polynesian populations; non-cisgender, transgender, and other marginalized communities. Curriculum concepts and skills are presented in the context of the local community and translated to Samoan when necessary. Content has been reviewed by Samoan experts in Samoan language and DV.
Sequential	The Talanoa is structured to facilitate the review of basic domestic violence knowledge and prevention skills first, with each module building upon key concepts of the preceding module. Section A sets the context in ‘what we know’ about GBV in general. Section B introduces ‘what we’ve learned’ because of research conducted by and about Pasifika peoples. Sections C through F prompt discussion about GBV in the context of the Samoan society, community, interpersonal and personal domains. Section G prompts reflection on the talanoa thus far and encourages development of a ‘language’ that most appropriately defines GBV, GBV inequality, and violence prevention. Section H summarizes the Talanoa and encourages participants to consider ‘action’, next steps, to change collective norms and attitudes to prevent GBV.

The curriculum incorporates lectures and activities guided by adult learning principles and designed to appeal to diverse adult learning styles. The talanoa (group discussion) method is a Samoan norm for group learning and is emphasized to encourage trainee participation in the output from each activity. Content is presented sequentially in six ‘lessons’ that involve a mix of learning activities in individual and small group formats.

The interactive **Agenda on page three** employs three directives in each lesson: presentation/lecture, activity, discussion. Facilitators are encouraged to follow the 20/40 rule² when conducting each section: a maximum of 20 minutes per lecture and minimum of 40 minutes devoted to hands-on activities with a tangible output. Facilitators are also encouraged to follow the 20/8 rule² when lecturing: a maximum of 20 minutes per lecture with trainee engagement every eight minutes (pose questions, ask for feedback, etc.).

Workshop Environment

Facilitators should learn the demographic of participants prior to the talanoa to appropriately prepare the setting. Seating and protocols should align with cultural protocol. Round tables are recommended for groups, with no more than six people per table. 30 participants per workshop is a manageable number for one facilitator and an assistant.

Facilitators should be mindful of the energy in the room. If engagement slows, participants are not maintaining forward facing contact with the facilitator, or small talk is emerging outside of the main discussion these are a few indicators of a

¹ U.S. Natl. Commission on COVID-19 & Criminal Justice. <https://www.counciloncj.org>

² U.S. Center for Court Interventions. <https://www.ncsc.org>

need for a break or moving on to the activity. Facilitators can implement ‘Plan-B’ initiatives like lesson quizzes with prize giveaways, spending five minutes playing a game requiring physical movement, et cetera.

Prevention of Gender-Based Violence (GBV)

Content	Methods	Objectives
Teu Le Va	Slides 1 - 4 Activity: Video (slide 3) Pre-Workshop Survey Explain Wall of Reflection	Context Housekeeping: - Community rules - Agenda
Section A		
What We Know	Slides 5 - 9	Participant Objectives Review GBV risk factors
Section B		
What We Learned	Slides 10 - 16 Activity: ‘Learning from our experience’	GBV from a Pasifika lens
Section C		
Societal Domain	Slides 17 - 19	Law & Social challenges
Section D		
Community Domain	Slides 20 - 22	Violence in the Village, church, business
Section E		
Interpersonal Domain	Slides 23 - 25	Violence shaped by family, friends
Section F		
Individual Domain	Slides 26 – 27 Activity: ‘Applying the fa’aPalagi’	Direct experiences
Section G		
Reflection	Slides 28 - 33 Activity: Tala Mai Fafo	Interpreting 3 constructs in the context of fa’aSamoa
Section H		
Action	Slides 34 – 35 Activity: Post-Workshop Survey	Evidence-based prevention of GBV – a collective response

Resource Checklist

- ❖ Prepare a flipchart for “Community Rules” and “Wall of Reflection”
- ❖ Prepare Agenda, Print Appendices A - D

Materials Needed

- ❖ Projector/screen or TV
- ❖ Laptop computer
- ❖ Power cords and power strip
- ❖ Drawing materials, post-it notes
- ❖ 4 Full Flip Chart Paper pads, markers

Talanoa Facilitation

The following pages outline content for each lesson to accompany the power point slide presentation.

- ❖ Additional information is added to the 'Notes' section of each slide to facilitate knowledge transfer.
- ❖ Facilitators are encouraged to become familiar with the content and not deviate from the format.
- ❖ Do not remove content.
- ❖ Personal stories and experiences may be used as examples to explain concepts. However, they should be relevant and culturally appropriate.
- ❖ Practice facilitation prior to the talanoa, incorporating proposed additions, with the assistants.

Welcome & Introductions

- ❖ Facilitator welcomes participants individually as they arrive.
Assistant conducts registration: sign-in, provide materials and Pre-Workshop Survey
Visual: Slide 1
Ask participants to help themselves to refreshments and complete **Pre-Workshop Survey**
- ❖ Facilitator conducts formal group welcome and self-introduction
Assistant(s) self-introduction – **collect Pre-Workshop Survey** (ensure names are on all forms)

Visual: Slides 2 - 4
Activity: Slide 3 – short video
Briefly **explain** the role of 'teu le va' in creating a safe learning workshop environment
Briefly **explain** what participants should achieve by end of day and how
'Community Rules' Flipchart (pre-list some rules)
Briefly **explain** the main rules listed i.e., do no harm, time, respect, confidentiality, consent.

Activity: Ask participants for additional 'rules' – add them to Flipchart
Close with hanging completed Flipchart Sheet to the front wall
Explain the Wall of Reflection and participation rules

Section A:

- ❖ **Lecture Visual:**
Slide 5 'Learning objectives'
Slide 6-9 Drivers and risk factors for GBV

Section B:

- ❖ **Lecture Visual:**

Slide 10	'What we learned' from Pasifika scholars about anti-violence
Slide 11	'Siloed approaches to GBV'
Slide 12-13	'Attitudes and norms'
Slide 14	Activity: 'Learning from our experience'
Slide 15-16	Domains of understanding and action

Section C:



Lecture Visual:

Slide 17	'societal domain'
Slide 18-19	'policies and challenges'

Section D:



Lecture Visual:

Slide 20	'community domain'
Slide 21-22	'strengthening social capital'

Section E:



Lecture Visual:

Slide 23	'interpersonal domain'
Slide 24	'Staircase of Accountability'
Slide 25	'challenges'

Section F:



Lecture Visual:

Slide 26	'individual domain' and associated 'challenges'
Slide 27	Activity: 'Applying the fa'aPalagi'

Section G:



Lecture Visual:

Slide 28	'Tala Mai Fafo'
Slide 29-30	'shifting norms to those that aspire to equity and violence prevention'
Slide 31-33	talanoa: define 3 fa'aPalagi concepts into Samoan constructs

*The bulk of time spent during the talanoa will be focused here in the small-group discussions
For slides 31-33 – ensure responses are recorded on flipchart paper

Section H:



Lecture Visual:

Slide 34	Recommended actions for the advocate in American Samoa
Slide 35	Key principle guiding statements and ideas for prevention

Curriculum Evaluation

Short-Term Indicator	Metrics	Data Collection Tools & Feedback
Participant Experience	#, % of responses collected Expression of benefits and negative consequences/feelings experienced	Wall of Reflection: what I liked about the workshop, what I learned, what I think can be improved, questions I have.
Participant Learning	#, % of participants reporting improvement in knowledge of advocacy and confidence to effectively advocate for victims of GBV #, % of participants completing all activities Depth of understanding, critical thinking evidenced in the completed activities, and demonstrated in the group and table discussions.	Pre- & Post-Workshop Survey Completion of Activities
Participant Outcome	Successful application of knowledge and skills to address GBV in the context of Samoan culture. Review pre-post-workshop survey responses reflect improvement in participant aptitude and confidence to advocate	Completion of Activities

The Wall of Reflection is an evaluation data collection tool tested with 77 American Samoan youth ages 14 through 19 years, and five adults. The response rate was 100% and the tool collected more data than a typical evaluation questionnaire used in past training workshops. Four poster sheets are hung on a wall with one of the following labels above each: what I liked, what I learned, what I think can be improved, questions I have. Post-it notes are distributed on the group tables. Participants are encouraged to add a response to at least one poster after each section.

An inductive approach informed by Pasefika research methodologies and frameworks (Palaamo, 2018; Vaioleti, 2006) is used to guide the analysis of post-training data gleaned from participant worksheets and responses to the Wall of Reflection. Thematic analysis is conducted through iterative coding to identify primary themes and categories of aggregated information across the cadre of participants. Findings are synthesized into process and impact results and applied to the short-term indicators.

Facilitators should employ at least one assistant to coordinate the collection of participant worksheets and monitor the Wall of Reflection.

PRE-WORKSHOP SURVEY

How would you rate your understanding of the concept of 'Gender-Based Violence'?	Circle one: a. I don't know what it is b. I have heard of it but can't describe it in my own words c. I am familiar with the concept and can explain it d. I am confident in my understanding of the concept
How would you rate your advocacy skills at this moment?	Circle one: a. Brand new b. Beginner c. Average d. Expert
How would you rate your confidence in your ability to prevent Gender-Based Violence at this moment?	Circle one: a. Low confidence in my ability b. Okay with my ability c. Very confident in my ability
How would you rate your ability to discuss Gender-Based Violence with friends and family at this moment?	Circle one: d. Low confidence in my ability e. Okay with my ability f. Very confident in my ability
What 3 things would you like to learn today? 1. 2. 3.	

Appendix B Learning From My Experience

Think of a situation from which you learned something that has influenced your values, beliefs, attitudes and complete the worksheet:

<p style="text-align: center;">A Adversity Something happens – describe the situation</p>	<p style="text-align: center;">What happened?</p>
<p style="text-align: center;">B Belief What did I think about it? Why did it happen?</p>	<p style="text-align: center;">Your thoughts and beliefs as a result?</p>
<p style="text-align: center;">C Consequences How did I feel and what did I do?</p>	<p style="text-align: center;">What were the result of your feelings and actions?</p>

STRATEGY LISTING ²³⁴⁵

Communities, including women and girls, men and boys, and marginalized groups, are engaged as active partners to end GBV and to promote survivors' access to services.

Emergency preparedness, prevention and response programming promotes positive social and gender norms to address GBV.

GBV survivors, including women, girls, boys and men, access quality, life-saving healthcare services.

GBV survivors access quality mental health and psychosocial support focused on healing, empowerment and recovery.

The legal and justice sectors protect survivors' rights and support their access to justice.

Women and adolescent girls access livelihood support to mitigate the risk of GBV, and survivors access socio-economic support as part of a multi-sector response.

Referral systems are in place to connect women, girls and other at-risk groups to appropriate multi-sector GBV prevention and response services in a timely and safe manner.

Call gender-based violence what it is – violence, not “bullying.”

Create safe spaces to discuss gender-based violence.

Raise awareness of the dangers of harmful traditions

Challenge and speak out about violence in the home.

Listen to girls' experiences of violence – believe them – and their solutions.

Engage respected community leaders in the fight against violence.

Engage boys and men to become agents of change.

Understand and teach 'consent'.

Learn the signs of abuse and how to help.

Hold ourselves and each other accountable for abusive behavior.

Ensure confidentiality and respecting the survivor.

² https://www.unfpa.org/sites/default/files/pub-pdf/GBVIE.Minimum.Standards.Publication.FINAL_.ENG_.pdf

³ <https://www.gov.nl.ca/vpi/tips-and-tools/tips-for-youth-to-prevent-gender-based-violence-and-inequality/>

⁴ <https://plan-international.org/ending-violence/16-ways-end-violence-girls>

⁵ <https://www.unwomen.org/en/news/stories/2020/11/compilation-take-action-to-help-end-violence-against-women>

POST-WORKSHOP SURVEY

How would you rate your understanding of the concept of 'Gender-Based Violence'?	Circle one: a. I don't know what it is b. I have heard of it but can't describe it in my own words c. I am familiar with the concept and can explain it d. I am confident in my understanding of the concept
How would you rate your advocacy skills upon completing this talanoa?	Circle one: a. Brand new b. Beginner c. Average d. Expert
How would you rate your confidence in your ability to prevent Gender-Based Violence upon completing this talanoa?	Circle one: a. Low confidence in my ability b. Okay with my ability c. Very confident in my ability
How would you rate your ability to discuss Gender-Based Violence with friends and family upon completing this talanoa?	Circle one: a. Low confidence in my ability b. Okay with my ability c. Very confident in my ability
3 things you learned today? 1. 2. 3.	

Be sure to add to our Wall of Reflection before you leave!

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Online Resources

- <https://www.endvawnow.org/en/articles/222-developing-capacities-and-skills-of-key-institutions-and-professionals.html>
“Developing capacities and skills of key institutions and professionals” (UN Women)
- <https://www.unwomen.org/en/news/stories/2020/11/compilation-take-action-to-help-end-violence-against-women>
“Take action: 10 ways you can help end violence against women, even during a pandemic” (UN Women)
- <https://plan-international.org/ending-violence/16-ways-end-violence-girls>
“16 Ways to end violence towards girls” (UN Plan intl.)
- <https://guides.womenwin.org/ig/life-skills/gender-based-violence> “Life Skills – Empowering girls”
- <https://emergency.unhcr.org/entry/51693/sexual-and-gender-based-violence-sgbv-prevention-and-response>
“Sexual & Gender-Based Violence protection objectives, underlying principles and standards” (UN Refugee Agency)
- https://www.unfpa.org/sites/default/files/pub-pdf/GBVIE.Minimum.Standards.Publication.FINAL_.ENG_.pdf
“Min Standards for Prevention and Response to Gender-Based Violence in Emergencies” (UNFPA – New York)

https://women.govt.nz/sites/public_files/Pacific%20Report%20web.pdf

“A malu i ‘aiga, e malu fo’i i fafo: Protection for the family, protection for all – Samoan people’s understanding of primary prevention of violence against women.” (NZ Ministry for Women)