

PROVISION OF SURVIVOR-CENTRED SUPPORT SERVICES TO GENDER-BASED VIOLENCE SURVIVORS

PARALEGAL TRAINING MANUAL



UNITED
REPUBLIC OF
TANZANIA

MINISTRY OF
CONSTITUTIONAL
AND LEGAL AFFAIRS



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ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
AU	African Union
ACRWC	African Charter on the Rights and Welfare of the Child
CRC	Convention on the Rights of the Child
CEDAW	Convention of the Elimination of All Forms of Discrimination Against Women
DCI	Director of Criminal Investigations
DNA	Deoxyribose Nucleic Acid
DPP	Director of Public Prosecution
EAC	East African Community
FBO	Faith-Based Organizations
FGM	Female Genital Mutilation
GBV	Gender-Based Violence
HIV	Human Immunodeficiency Virus
ICCPR	International Covenant on Civil and Political Rights
ICESCR	International Covenant of Economic Social and Cultural Rights
LGAS	Local Government Authorities
MoCLA	Ministry of Constitutional and Legal Affairs
NGOS	Non-Government Organizations
NPA-VAWC	National Plan of Action to end Violence against Women and Children
OSC	One Stop Centre
NPS	National Prosecution Service
PCDG	Police Gende and Children Desk
PEP	Post Exposure Prophylaxis
PF3	Police Form No. 3

SADC	Southern African Development Community
SDGS	Sustainable Development Goals
STIS	Sexually Transmitted Infections
SWOS	Social Welfare Officers
UN	United Nations
UDHR	Universal Declaration of Human Rights
WHO	World Health Organisation

GLOSSARY OF KEY TERMS

Term	Meaning
Child	Any person below 18 years of age.
Do no harm	Aim to identify and avoid unintended negative effects of interventions. In this context, this means to avoid negative effects to the rights and well-being of GBV survivors during provision of survivor-centred services.
Gender	Characteristics of women, men, girls and boys that are social cultural constructed. This includes norms, behaviours and roles associated with being a woman, man, girl or boy, as well as relationships with each other.
Gender-Based Violence (GBV)	Violence directed against a person because of the person's gender, or violence that affects persons of a particular gender disproportionately. This can include physical violence, sexual violence, economic violence, social violence, emotional violence, and harmful traditional practices in private or public spaces.
GBV prevention and response mechanisms	Measures taken by Government and/or non-government actors to prevent harm and advance protection for persons at risk and/or GBV survivors.
Harmful traditional practices	Discriminatory practices that result in physical, sexual, or emotional harm, committed regularly over a long period of time that societies consider them acceptable as part of cultural and traditional beliefs, attitudes and perceptions. Example – Female Genital Mutilation (FGM), child marriages, forced marriages, widow cleansing, widow inheritance, etc.
Human rights	Entitlements inherent to all human beings by virtue of being human and reflected in national and international laws.
Perpetrator	A person who commits a crime.
Safe house	A place of (temporary) refuge for a GBV survivor, witness or any person perceived to be in danger.
Survivor	A child, adult female or male who has been physically, sexually, emotionally, or economically violated based on their gender.

BACKGROUND

Introduction

Gender-Based Violence (GBV) is a global pandemic with 35% of women globally having experienced either physical, sexual, intimate or non-partner violence. The World Bank states that 1 in 3 women have been affected by GBV in their lifetime.¹ GBV is a pervasive issue affecting individuals and societies worldwide with variations in prevalence, forms and responses influenced by regional and national socio-political contexts. Efforts to combat GBV must necessarily consider the myriad cultural, economic, political and legal factors unique to each country context. International cooperation, strong legal frameworks, effective enforcement, and community-based interventions are essential to addressing and reducing GBV worldwide.

In Tanzania, according to the Tanzania Demographic and Health Survey (TDHS) 2022, 27% of women aged 15 – 49 years have experienced physical violence²; 12% have experienced sexual violence³; and 39% have experienced physical or sexual violence by an intimate partner. Spousal violence is higher in rural areas with a prevalence rate of 41%, and 35% in urban areas respectively.⁴

The Tanzanian Government has signed and ratified major global and regional instruments on the rights and welfare of women and children. These have been partially domesticated in national legal and policy frameworks such as the Tanzania Vision 2050, National Policy on Gender and Development of Women 2023, Child Justice Strategy, and the Second National Human Rights Action Plan. The Constitution of the United Republic of Tanzania of 1977 (as amended from time to time) provides for equality and non-discrimination on basis of gender.⁵ The Penal Code CAP 16 criminalizes all forms of violence together with the National Plan of Action to end Violence against Women and Children (NPA-VAWC 2017/18 – 2021/22, NPA-VAWC II 2024/25 – 2028/29), which established a multi-stakeholder prevention and protection mechanism from village/street to national level. These include women and children committees from village/street to national levels, gender desks in higher learning institutions, Police Gender and Children Desks (PGCDs), and One Stop Centres (OSC) that have been established in some district and regional hospitals. In addition, Social Welfare Officers (SWOs) are deployed at district levels and some at ward levels in some regions.

However, GBV persists and survivors of GBV continue to face numerous institutional and social barriers to access justice and remedies. These include discriminatory social norms and practices, a culture of silence due to stigma,

GBV to Women in
Tanzania – according
to the TDHS

27%

of women aged 15 – 49 years
have experienced physical
violence

12%

of women aged 15 – 49
years have experienced
sexual violence

Spousal violence is
higher in rural
areas (41%)

compare to urban
area (35%)

¹ World Bank, Gender-Based Violence (Violence Against Women and Girls), <https://www.worldbank.org/en/topic/socialsustainability/brief/violence-against-women-and-girls>

² Ministry of Health (MoH) [Tanzania Mainland], Ministry of Health (MoH) [Zanzibar], National Bureau of Statistics (NBS), Office of the Chief Government Statistician (OCGS), and ICF. 2022. Tanzania Demographic and Health Survey and Malaria Indicator Survey 2022 Final Report. Dodoma, Tanzania, and Rockville, Maryland, USA: MoH, NBS, OCGS, and ICF, pg.562

³ Ibid, pg.563

⁴ Ibid, pg.566

⁵ The Constitution of the United Republic of Tanzania of 1977 (as amended), Art 13 (1)

and social acceptance of domestic and other forms of GBV, as well as limited legal awareness and access to legal assistance. This is compounded by many legal and institutional challenges where there is a burden to meet the strict evidentiary requirements to pursue a case in court, long prison sentences in cases of convictions, that result to financial family hardships together with the absence of a survivor-centred approach to address holistic survivors' needs for access to legal, medical, psychosocial, and basic needs.

The Legal Aid Act No.1 of 2017 provides the legal framework for the work of paralegals in Tanzania including criteria for their qualifications, regulation, oversight, and operationalization in the country. It identifies legal aid as one important strategy to address access to justice needs of communities and in particular indigent and vulnerable groups at the grass root level.

Paralegals are individuals who are not lawyers by profession but have received basic training on legal issues to serve their communities. They play a crucial role in bridging the gap between the formal and informal justice system and the populace, enhancing access to justice. This is done through the provision of legal and procedural awareness to communities, and the provision of advice, the mediation of conflicts and/ or referral to legal professionals or other service providers. Paralegals are found in all Districts of Tanzania and are coordinated and regulated through the Ministry of Constitutional and Legal Affairs (MoCLA).

Purpose of the Manual

This manual aims to provide the basis for conducting trainings for paralegals to empower them to prevent and respond to gender-based violence in communities with a survivor-centred approach. Also:

- i. Clarify the role paralegals can play in GBV prevention and response at all stages of the criminal justice process.
- ii. Improve skills and knowledge on survivor-centred and gender-sensitive approaches to legal aid services.
- iii. Enhance paralegal advisory services and dialogue within communities to strengthen access to justice for GBV survivors.
- iv. Support paralegals to assume a key role in their communities as anti-GBV champions and change agents.

Outcome of the Training

The training on the role paralegals can play in GBV prevention and response with a focus on a survivor-centred approach aims to:

- i. Increase paralegal knowledge and understanding of the survivor-centred approach and provide holistic support to survivors as they deliver legal assistance.
- ii. Understand the type of services required from various stakeholders within the criminal justice system, health services and other related support from other government stakeholders.
- iii. Support and enable greater community awareness for more effective GBV prevention and response interventions.

Users of the Manual

The manual is prepared as a guide for trainers offering basic and refresher trainings to paralegals to prepare and support them in the provision of legal aid services to survivors of GBV using a survivor-centred approach. In addition, it may serve as a resource for other actors interested in understanding the role paralegals can play in GBV prevention and response; enhance collaboration between paralegals and other actors; and as well support other actors in applying a survivor-centred approach in their own work.

Training Methodology

A participatory training methodology is envisaged for the delivery of the learning content. This is based on the idea that people learn best when they are directly involved in their learning experience. By using participatory training methodology, participants can better internalize concepts, feel more connected to the content, and apply what they learn more effectively. Therefore, the participatory and experiential learning approach seeks to actively involve participants in the learning process, encourage them to take ownership of their knowledge development by engaging in activities, discussions, sharing of experiences and problem-solving.

Key elements of a participatory training methodology to be used are:

i. Learner-centred approach:

The focus is on the needs, experiences, and input of the learners. Participants are to be co-creators of knowledge, rather than passive recipients of information from the trainer or instructor. The facilitator is to guide learning and encourage participants to share their own experiences and insights.

ii. Active involvement:

Participants are to be engaged through activities such as discussions, group work, role-playing, simulations, case studies, and hands-on practice. Learning is to be based on doing and reflecting, promoting active participation.

iii. Collaborative learning:

Encourage collaboration among participants through group exercises and teamwork. Paralegals to contribute to each other's understanding by sharing their perspectives and experiences. Collective problem solving and decision making are to be employed as central to the process.

iv. Problem-based learning:

Involving real-life scenarios or challenges that participants work together to solve.

The participants are encouraged to analyse issues, reflect on their own experiences, and come up with solutions collectively.

v. Reflective Learning:

Participants will reflect on their own experiences and learning processes. This will assist them to understand how to apply the knowledge they have gained in real-life situations.

vi. Methods to be used in participatory training:

- Group discussions; open discussions where participants can share ideas, ask questions, and learn from each other.
- Role playing; participants act out scenarios related to the topic of training to explore different perspectives and practice problem-solving.
- Simulations: real-world situations are simulated in the training environment to help participants apply knowledge and skills in a controlled setting.
- Case studies: examining real-life examples to discuss and analyse, often in groups.
- Brainstorming; generating ideas collaboratively, encouraging creativity and diverse point of view.
- Problem-solving; participants work together to tackle specific problems, which helps in developing critical thinking and teamwork skills.
- Handouts: Simplified reference booklet on the laws that provide for gender-based violence in Tanzania should be distributed to participants to facilitate the application of the knowledge gained in their everyday work.

Facilitator Training Preparation

The facilitator plays a key role in guiding participants through the learning process, creating an engaging environment, and managing the flow of activities.

Some guidelines for facilitator preparation for the training workshop, include:

i. Understand the session's objectives and content

Facilitator to be clear about the main objectives of the training and sessions. Knowledge, skills, or attitudes participants should gain by the end of each. This will enable preparation of relevant examples, case studies, or anecdotes to illustrate key points and areas where participants might need extra support. Also knowing participants' experience levels can help tailor the training delivery style and content to suit them. Real-life scenarios can be formulated to make abstract concepts more understandable.

ii. Plan the training flow

Develop a clear agenda/timetable that outlines the timing and sequence of activities. This should include breaks, discussion periods, and practical exercises. Know how much time each session will take and allocate sufficient time for participant interaction and questions. While following the agenda, to be flexible enough to adjust if discussions run longer than expected or if participants need extra time on specific topics.

iii. Preparation of facilitation techniques

Facilitator is to practice the following throughout the training:

- Active listening; practice active listening techniques, such as summarizing participants' comments and asking follow-up questions, to foster a more interactive environment.
- Questioning strategies; prepare open-ended questions that will encourage discussion and deeper thinking. Also, be ready with clarifying questions to guide participants when stuck.
- Managing participants' dynamics; Prepare for various group dynamics. Anticipate scenarios like quiet participants, dominant voices, or difficult questions, and have strategies ready for handling each (e.g. asking specific individuals for their input, managing time and acknowledging contributions positively etc.)

Techniques that can be used to engage participants throughout the workshop can include:

- Group discussions.
- Breakout sessions.
- Role-playing or simulations.
- Interactive polls or quizzes.
- Energisers.

Facilitator to have all the materials and resources needed for interactive sessions such as flip charts, markers, sticky notes, masking tape, handouts, props (small ball), coloured pens.

iv. Create an inclusive and safe learning environment

Facilitator to be mindful and use inclusive language that respects diversity in gender, culture, and experience levels. Foster a welcoming atmosphere where participants feel comfortable sharing their perspectives. This can be done through setting ground rules at the beginning of the workshop to ensure a respectful and productive environment, for example respecting different opinions, no interruptions, etc..

v. Evaluation and Assessments

Facilitator to prepare at the end of each day an evaluation to gauge on participants' understanding of the day's topics and identify areas for improvement and more emphasis and clarification. This will enable to ensure the objectives of each session are met. Further a pre and post evaluation of the training content and methodology for delivery to be done to provide insight of the outcome of the training and the overall training experience by the participants. This will enable improvement and building up of future trainings on a survivor-centred approach. A sample evaluation questionnaire is attached to the manual.

PART B

TRAINING MODULES

SESSION 1: INTRODUCTION TO GBV

Objectives

- a. To enhance understanding of key concepts of gender and gender-based violence.
- b. To understand the differentiation of key concepts, reflect on them and identify how they manifest in communities and everyday experience.
- c. To identify and analyse various forms and types of GBV
- d. To explore the underlying causes and drivers contributing to the occurrence of GBV.
- e. To examine the effects and consequences of GBV on individuals, communities and societies.

Topic 1: Basic understanding of GBV terminologies

Exercise 1:

Facilitator divides the participants into two groups of men and women. Each group is required to answer the following questions and provide their answers on sticky notes of four different colours.

- i. What are the good things and benefits of being a woman?
- ii. What are the bad and difficult things about being a woman?
- iii. What are the good things and benefits of being a man?
- iv. What are the bad and difficult things about being a man?

After their work participants present and identify similarities and differences and provide reasons. The facilitator then draws a line in the middle of a flip chart and ask participants to describe positive and negative attributes commonly associated with sex or gender. Example:

Men

- Men are tough. Positive – Gender
- Men are hard working. Positive – Gender
- Men are not caring and do not show emotions. Negative – Gender
- Men get women pregnant. Positive – Sex



Women

- Women give birth to children. Positive – Sex
- Women take care of sick members of the family and in-laws. Positive – Gender
- Women earn less money than men. Negative – Gender
- Women are prayerful. Positive – Gender



Facilitator explains; sex is the physiological and biological difference between men and women. While gender are socially and culturally constructed norms, beliefs and practices between men and women influenced or learned by culture, traditions, religion, and social relations.

Table 1: Difference between Sex and Gender

Sex	Gender
• Biological construction of male and female. • One is born with. • Universal and alike to all. • Does not change (unless through medical procedures).	• Relationship between men and women. • Learned behaviour and observation through informal and formal education. • Influenced by peers, family, and society. • Differs in different communities based on customs, tradition, environment, etc. • Develops and evolves based on advancement of society in education, technology, exposure.

Gender is important because it plays a fundamental role in shaping individuals' identities, experiences, opportunities, and interactions in society. The following demonstrates how gender impacts all of us:

i. Individual identity and expression:

Gender is an essential aspect of a person's identity, contributing to how they see themselves and how they wish to be seen by others. It includes not only biological aspects but also the social, cultural, and personal dimensions of being male and female. Allowing individuals to express their gender freely fosters a sense of self-worth and personal authenticity, which is vital for mental health and well-being.

ii. Social structure and norms:

Gender influences societal roles and expectations. From a young age, individuals are often socialized into gender roles, (e.g. women as caregivers, men as providers) that affect their life choices and opportunities. Challenging rigid gender norms helps create more inclusive and flexible societies where individuals are not limited by predefined roles based on their gender.

iii. Equality and Justice:

Addressing gender disparities is essential for achieving social justice and human rights. Historically, gender inequalities have resulted in unequal access to education, employment, healthcare, and political power, particularly for women and the girl child. Gender equality is a fundamental human right and central to creating equitable societies where all individuals, regardless of gender, have the same opportunities, rights, and protections.

Gender terminologies are:

- **Gender roles** – social, cultural behaviour, values, attributes, and practices that are deemed appropriate for men and women and the relations between them. These roles are socially and culturally assigned rather than biological.
- **Gender relations** – the relationship between men and women as demonstrated by their respective gender roles in power sharing, decision making, division of labour, returns on labour in household and society.
- **Gender discrimination** – unequal or disadvantaged treatment based on one's sex (male or female).
- **Gender blind** – the inability, failure, or disregard to perceive/understand the different gender roles, capacities, needs and priorities between men and women, boys, and girls; that result in failure to provide for their diverse needs in policies, laws, plans, and programmes contributing to gender imbalances. (Gender is an essential determinant of one's life choices).
- **Gender stereotype** – generalized views, preconceptions and societal expectations about attributes and characteristics or roles that ought to be possessed or performed by men or women; or appropriate

behaviour for men and women often reinforcing power imbalances, justifying violence and the subjugation of women are deviate from these norms.

- **Gender neutral** – laws, policies and plans are not specifically aimed to address the needs of either men or women. It is assumed that they affect all sexes equally.
- **Gender gap** – refers to the disparity between individuals of different genders in various areas of life, such as education, employment, income, health, and political representation. It highlights the inequalities that exist between men and women (and in some cases, other gender identities) in terms of access to opportunities, resources, and rights. It is used to show the current situation, and to measure progress overtime to the attainment of gender equality.
- **Gender equality** – absence of discrimination between men and women. One's enjoyment of rights, responsibilities, opportunities, and benefits are not determined based on whether one is born male or female.
- **Gender equity** – fair and just treatment of men and women according to their needs. This requires measures in policies, laws, plans, budgets, etc. to address historical and social disadvantages.
- **Gender sensitivity and awareness** – ability to recognize the differences between men and women, especially women in their perceptions, attitudes, and interests due to social location and gender roles.
- **Gender needs** – There are two categories of gender needs. Practical gender needs are immediate necessities that are identified based on gender roles such as access to water, health care, domestic energy, etc. They do not challenge systems and institutions. Strategic gender needs aim to strengthen systems and institutions to ensure gender equality such as legal rights, budget allocation, institutional reforms, etc.
- **Gender mainstreaming and integration** – process of assessing, planning, and implementing strategies that take into consideration men and women concerns and experiences, and making them an integral part of design, implementation, monitoring and evaluation to address gender inequality and ensure benefits for all.
- **Gender responsive budgeting** – a strategy to ensure fair distribution of resources based on the diverse needs of men and women, boys and girls, age, rural and urban to address gender and class imbalances on access, opportunities, and benefits in social economic spheres.

Exercise 2:

Facilitator divides the participants into groups of two and gives them pieces of paper with the different gender terminologies. Participants are asked to provide examples of practices within their communities that reflect different gender terminologies and how they affect one's access to justice.

Some examples that can be stated include:

- **Gender roles:** Men are bread winners and women are homemakers. These can deny women the opportunity to work outside the home and to be economically independent, and thus expose them to GBV or make them unable to access legal services for lack of finances.
- **Gender stereotype:** Women are kind, nurturing and caretakers; can be justified as provocation for GBV if not reflected in women's conduct.
- **Gender discrimination:** This can be reflected in laws. For example, laws that provide different ages between men and women like the minimum age of marriage in the Law of Marriage Act 1971.
- **Gender relations:** Men ask for one's hand to marriage and pay bride price and thus are the ones who have the power to seek divorce or separation.

Topic 2: Gender and Power Relations

Power involves the ability, skill, or capacity to make decisions and act. The more power one has the more choices are available to that person. Those with less power have less choices and are more vulnerable to violence and abuse.

Relation of Gender and Power

To address GBV effectively, one must understand and analyse power relations between men and women, women and women, men and men, adults and children, elderly and young adults, and children.

Exercise 3:

Participants in groups of three are asked to identify how different forms of power manifest themselves between men and women in society. The following categories are offered for consideration.

Social, Community, Economic, Political, Education, Gender-based, and Age

Gender-based violence is any physical, sexual, mental, social, and economic abuse that is directed against a person because of his or her sex, gender role in a society or culture or affects persons of a certain gender disproportionately.

Violence – use of force to harm and / or control another person. This can be physical, emotional, social, or economical. These actions can be done openly or privately. Physical assault, threat by words or with objects, intimidation, and emotional or social pressure.

Use of force – to cause one to do something they are not willing to do through pressure, physical, moral, emotional, necessity or intellectual.

Abuse – misuse of power to prevent an individual to make a free decision, forces them to behave against their will. Use of one's vulnerability – position, need, education or exposure.

Coercion – forcing an individual or attempting to force an individual to do something against their will by using words, threats, manipulation, deception, cultural expectation, and economic power. Actions that are not physical, but rather context specific.

Consent – approval, agreement after consideration. Informed consent occurs when one is aware and understands all the facts and consequences of a decision without being forced. Consent is an important aspect in sexual violence incidences.

Traditionally, survivors were to prove that there was some sort of resistance to the violence. With the survivor-centred approach, the burden of proof lies with the perpetrator to prove that there was explicit consent from both parties.

Harm – Any physical, emotional, economic injury/ pain, to one's physical, emotional, and mental wellbeing. Harm can be primary, directly to the survivors, or secondary, to dependants, for example a spouse, partner, extended family member or community. All forms of GBV are harmful.

Exercise 4:

Physical, sexual, economic, and emotional and psychological violence headings are written on 4 flipcharts and put up on walls around the room. Participants are divided into 4 groups and asked to walk to each chart and write examples of the respective violence they observe in their communities. At the sound of a clap, participants move from one flip chart to another to read and add to the examples given. When all groups are finished, there is a plenary discussion on the answers provided.

The facilitator can add and cross check the following examples of violence based on the participants answers.

Table 2: Different GBV types and actions

Physical	Sexual	Economic	Emotional/Psychological
Beating	Rape	Denial of work	Insults
Pinching	Sodomy	Underpaid for work done.	Belittling
Cutting	Unwanted sexual advancements	Denied inheritance	Threatening
Biting	Being exposed to nude pictures	Confiscation of earnings	Made to feel unworthy
Kicking	Pornography		Made to feel stupid
Shoving			

Topic 3: Types and Forms of GBV

- i. **Physical Violence** – acts or omissions done intentionally to cause bodily injury or harm. It can be done with the use of body parts such as slapping, kicking, biting, shoving, punching, and choking. Also, violence inflicted with the use of objects, such as beating with a stick, cutting, burning, etc.
- ii. **Sexual violence** – any unwanted sexual act, attempt to obtain a sexual act or other acts directed to a person's sexuality such as rape, molestation, harassment, unwanted advances, touching, pestering, etc.
- iii. **Emotional/psychological violence** – any act or omission that causes harm to one's personal feelings such as insulting, degrading, demeaning, threatening, or compelling a person to engage in humiliating acts; denying basic needs for survival, isolating a person from family or friends, restricting one's movement, deprivation of liberty or obstruction of the right to free movement or communication.
- iv. **Economic violence** – any act or omission that leads to discrimination, denial of opportunities or services; denied employment and ability to earn a livelihood; denied education or further education; no right over any property or assets or confiscation of any assets; human trafficking.
- v. **Health violence** – denied medical care or service treatment; not being provided with finances to access services; denied the use of family planning methods; denied human immunodeficiency virus (HIV)/ acquired immunodeficiency syndrome (AIDS) testing and services.
- vi. **Harmful traditional practices** – any act or omission influenced by traditional and cultural practices that are harmful, degrading, or oppressive to women and girls, such as female genital mutilation; child marriage; widow cleansing; widow inheritance, etc.
- vii. **Cyber violence** – technology-facilitated violence to harass, stalk; threaten or bully a person, using harmful, threatening, or degrading words or images.
- viii. **Sextortion** – misuse of position to force and influence one to have sex or sexual relations to get opportunities, or benefits.
- ix. **Religious-facilitated violence** – when faith and beliefs are used to influence one's decision that leads to physical, sexual, economic, and emotional harm. (Emerging issue)
- x. **Domestic violence and intimate partner violence** – violence or abusive behaviour towards an intimate partner in a dating or family relationship that is used to gain or maintain power and control. This can be physical, sexual, emotional, economic, and or psychological. Behaviours that frighten, intimidate, terrorise, manipulate, humiliate, blame, or hurt survivors of domestic violence can be couples who are dating, living together, married, family relations or any member of the household.

Domestic violence usually escalates in frequency and severity and may culminate in severe physical injury, disability, or death.

- xi. Violence against women in elections – violence against women in politics is a form of gender-based violence against women. Any act or threat, of physical, sexual or psychological violence that prevents women from exercising and realizing their political rights and a range of human rights.

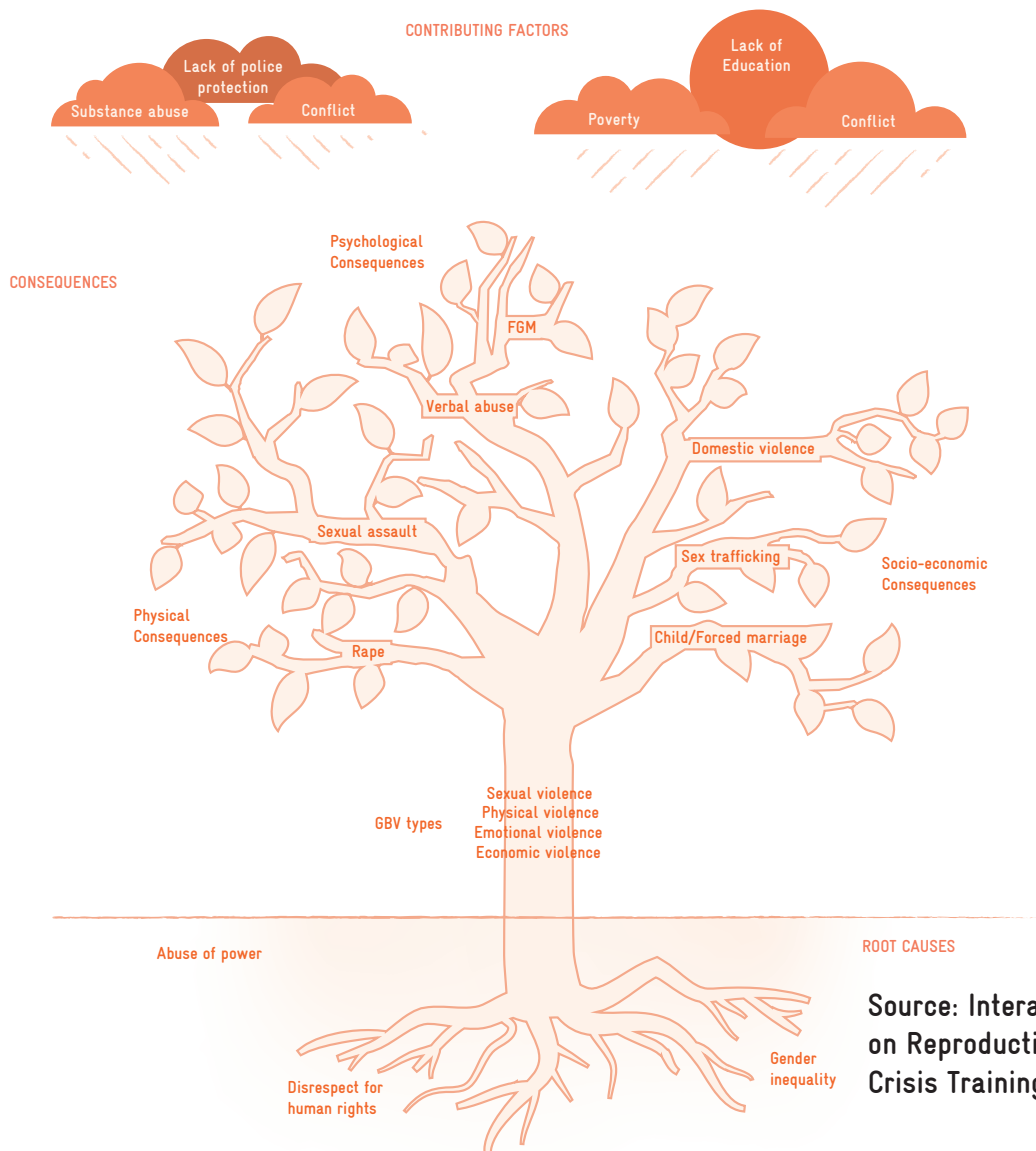
Topic 4: Drivers and Causes of Gender-Based Violence

GBV is a multifaceted and multi-layered issue that has various drivers and causes. It is important to understand these factors to develop effective prevention and response strategies.

Facilitator expands on the various socio-cultural drivers and causes of GBV highlighting the following factors:

Exercise 5:

In small groups, using the tree image, participants list the root causes of GBV and present their findings to the plenary.



Source: Interagency Working Group on Reproductive Health Rights in Crisis Training Manual

Facilitator expands on the various socio-cultural drivers and causes of GBV highlighting the following factors:

i. Social-Cultural Factors

Social, cultural norms such as patriarchy are a key driver of GBV. Patriarchy can be defined as “a system of society or Government in which men hold the power and women are largely excluded from it”. It can be found in systems of religion, relationships, beliefs, and values embedded in political, social, and economic systems that structure gender inequality between men and women (formally and informally). Male attributes are valued much more than feminine attributes and thus gives rise to males enjoying more privileges.

In many cultures, customary practices and traditional patriarchal norms are commonplace in society. These unchallenged practices perpetuate the belief that women are subordinate to men. In some cultures and communities, violence is normalised and even accepted to resolve conflicts and/ or maintain control in relationships.

ii. Economic Factors

Women’s economic dependence on men can make it difficult for them to leave abusive relationships and fosters a cycle of violence.

- **Poverty:** Economic hardship and poverty can exacerbate stress and conflict within households, sometimes leading to increased rates of domestic violence.
- **Access to resources:** Limited access to education, healthcare and legal resources can prevent victims of GBV from seeking help and leaving abusive situations.

iii. Psychological Factors

Emotional mistreatment or manipulation using words and verbal abuse that targets one’s feelings making one feel unworthy, doubting oneself, loss of confidence, sanity, and emotional stability. This can make one unable to seek assistance or leave violent relationships. Sometimes psychosocial violence accompanies physical, sexual, and other forms of GBV. Those that are susceptible to GBV sometimes experience the following:

- Feeling of being powerless or without control over their lives.
- View verbal abuse as normal.
- Exposure to violence in childhood or previous relationships can normalise abusive behaviour and reinforce cycles of violence.
- Psychological problems such as mental health issues, substance, drugs, and alcohol abuse can increase the likelihood of violent behaviour.

iv. Technological Factors

The rise of digital technology has led to new forms of GBV that includes cyber bullying, online harassment, and the non-consensual sharing of intimate images, videos, etc. The disparities in access to technology exacerbate vulnerabilities, as survivors may lack means to seek help or escape abusive situations.

v. Legal and Institutional Factors

Weak legal protections, inadequate laws and ineffective enforcement can fail to protect survivors and hold perpetrators accountable. Gender biases within the state and legal system (judicial bias) can result in

unfair treatment of survivors and leniency for perpetrators. Institutional corruption within law enforcement agencies and the judicial system can sometimes hinder justice for GBV survivors.

Furthermore, the lack of political representation in decision-making institutions, including judicial organs, can marginalise women and girls. This provides opportunity for lack of consideration of practical and strategic gender needs increasing vulnerability to violence.

vi. Intersectionality

GBV can be compounded by other forms of discrimination, including based on age, sex, religion, political affiliation, race, ethnicity, disability, and socio-economic status. Individuals from marginalised communities may face higher risks of GBV and encounter greater barriers to support and access to justice.

It is also important to understand GBV in the broader context of the drivers of violence generally. These are grouped into three categories: structural, cultural and situational.

Facilitator gives a brief presentation of these.

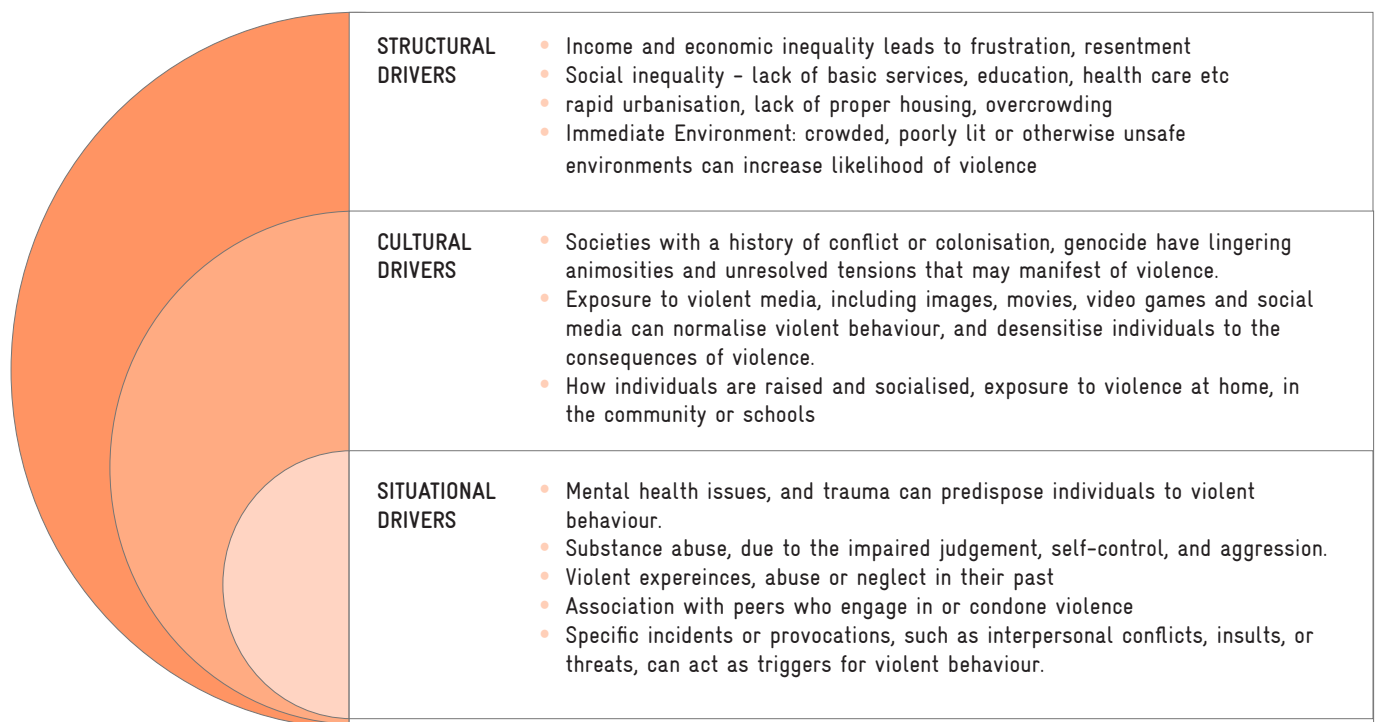


Figure 1: Drivers of gender-based violence

Topic 5: Effects of Gender-Based Violence.

The facilitator introduces effects and consequences of GBV.

Exercise 6:

In pairs, look at the tree image from the previous exercise and highlight different ways in which GBV affects individuals, families, and society. Write 3 effects on sticky notes and paste on a tree.

Facilitator reviews the summary of the effects and consequences of GBV on individuals, families and society presented by participants and emphasises the following:

Effects on Individuals

a. Physical Effects

GBV can result in:

- Physical injuries such as bruises, fractures, and internal injuries.
- Chronic health problems, as long-term exposure to violence can lead to chronic pain, gastrointestinal disorders, and other health issues.
- Sexually Transmitted Infections (STIs), unwanted pregnancies, complications during pregnancy and other reproductive health issues.

b. Psychosocial Effects

Victims and survivors of GBV often suffer from:

- Anxiety, depression, post-traumatic stress disorder and other mental health conditions.
- The fear of stigma or further violence can lead survivors to withdraw from social interactions and community involvement and become isolated.
- Low self-esteem and identity issues due to continued abuse can erode self-esteem and self-worth, leading to issues with identity and self-criticism.
- Emotional distress such as persistent fear, deep seated trauma, guilt, shame, and helplessness affects a survivor's emotional stability and capacity to form healthy relationships.
- Some survivors turn to alcohol or drugs or risky behaviours as coping mechanisms, which can lead to addiction and further health problems.

Effect on Families

Intergenerational trauma lives in families especially when children witness GBV or grow up in abusive environments. They suffer from emotional and behavioural problems, perpetuating a cycle of violence.

GBV can disrupt family structures, leading to separation, divorce, strained family relationships and general breakdown of familial relations.

The economic burden as it strains family resources as a result of medical bills, legal fees, and loss of productivity due to GBV.

Effect on Communities and Society

a. Social-Economic

Economic costs: GBV can hamper economic growth and development as it results to significant costs related to healthcare, legal services, social services, loss of productivity or lost opportunities.

Workforce participation: Victims of GBV may suffer from work absenteeism or be unable to maintain stable employment, reducing overall workforce participation and productivity, and economic output.

Social cohesion: High levels of GBV can erode trust, connectedness, and solidarity within communities, leading to increased crime and instability.

b. Public Health

Health system strain: GBV increases the demands for health care services, including emergency care, mental health services and long-term care for chronic conditions.

Spread of diseases: Higher rates of sexual violence contribute to the spread of HIV/AIDS and other STIs, affecting public health at a boarder level.

c. Human Rights and Development

GBV perpetuates gender inequality, hindering efforts to achieve gender parity and social justice.

Survivors of GBV, particularly young girls, are more likely to drop out of school; thus negatively impacting their education and economic prospects.

Political instability can be exacerbated in regions with high levels of GBV as violence against women and marginalised groups undermine governance and the rule of law.

SESSION 2: POLICY AND LEGAL FRAMEWORKS TO ADDRESS GBV

Objectives

- Enhance knowledge on human and women's rights and gender-based violence.
- Broad understanding of global and regional frameworks against GBV.
- Increase knowledge on national policy and legal frameworks on GBV.

Topic 1: Context of GBV Globally, Regionally, and Nationally

Below is an overview of the global, regional and national context of GBV.



INTERNATIONAL FRAMEWORKS

- Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) (1979)
- Vienna Declaration and Platform for Action (1993)
- Declaration on the Elimination of Violence Against Women (1993)
- Beijing Platform and Declaration for Action (1995)
- Agenda 2030 and Sustainable Development Goals (SDGs) (2015)
- ILO Convention No. 190, Recommendation No.206
- The WHO RESPECT Women framework and accompanying Implementation Package guide



CONTINENTAL FRAMEWORKS

- The AU Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women (Maputo Protocol) (2003)
- African Union's Agenda



SADC GBV FRAMEWORKS

- SADC Declaration on Gender and Development (1997)
- The Addendum on the Prevention and Eradication of Violence against Women and Children (1998)
- SADC Vision 2050
- SADC Regional Indicative Strategic Development Plan (2020-2030)
- SADC Gender Policy
- The Revised SADC Protocol on Gender and Development (2016)
- SADC Regional Strategy on Women's Peace and Security (2018-2022)
- SADC Regional Strategy and Framework of Action for Addressing GBV (2018-2030)

Source: SADC, Handbook to Promote Effective Gender-Based Violence Prevention Initiatives in the SADC Region, Gaborone, Botswana, 2022

i. International Frameworks

GBV affects millions of individuals globally, with the World Health Organization (WHO) estimating that about 1 in 3 women have experienced physical and/or sexual intimate partner violence or non-partner sexual violence in their lifetime.⁶ These include domestic violence, sexual harassment, human trafficking, female genital mutilation (FGM), child marriage, and honour killings.

The United Nations have established frameworks that sets principles and standards in addressing GBV such as the Universal Declaration of Human Rights (UDHR) 1948. It provides articles against violence (Art.5), discrimination (Art.7), and marriage equality (Art.16). Other international frameworks include the International Covenant on Civil and Political Rights (ICCPR) 1966, the International Covenant of Economic Social and Cultural Rights (ICESCR) 1966, the Convention of the Elimination of All Forms of Discrimination Against Women (CEDAW) 1979, and the Convention on the Rights of the Child (CRC) 1989. These require all member states to eliminate all forms of discrimination against women and children and provide for legal and institutional frameworks to ensure the promotion and protection of substantive rights. The 2030 Agenda and Sustainable Development Goals (SDGs), also highlight the importance of gender equality; specifically Goal 5.2 and 5.3 aim to achieve gender equality and empower all women and girls. Some notable global campaigns like UN Women's HeForShe and the 16 Days of Activism Against Gender-Based Violence raise awareness and promote actions to combat GBV.

Tanzania has ratified and is a party to all these major human, women, and children rights instruments and is obligated to promote, protect and safeguard the rights provided. However, these set standards have not been wholly domesticated in national legislations.

ii. Africa Regional Frameworks

Africa has high rates of gender-based violence, intimate partner violence, female genital mutilation and child marriage. Conflict and political instability in some regions exacerbate GBV. The African Union (AU) has several frameworks that address gender equality and children's rights, such as the African Charter on Human and Peoples' Rights of 1989, the African Charter on the Rights and Welfare of the Child (ACRWC) 1990 and the Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women commonly known as the Maputo Protocol of 2003. These provide for a wide range of rights of women in the African context including protection from violence, harmful practices, and access to justice and legal aid provision, protection of widows, elderly women, and women with disabilities. It further commits state parties to enact and reform policies and laws and the establishment of institutional frameworks to ensure these rights are promoted and safeguarded in AU member states. Tanzania ratified the Maputo Protocol in 2007 with no reservation committing to the protection and promotion of women rights in the country. Furthermore, there is the Southern African Development Community (SADC) Protocol on gender and development that provides a regional framework for addressing GBV, the East African Community (EAC) Treaty and the EAC Gender Policy of 2018.

iii. National Framework

In Tanzania – like in other countries in the world – GBV is a growing concern. It has established a comprehensive framework to address gender-based violence (GBV) for the protection of women and girls. For instance, the National Plan of Action to End Violence Against Women and Children (NPA-VAWC) in Tanzania phase I of 2017/18 – 2021/22 and phase II of 2024/25 –2028/29 were developed. These NPA-VAWCs aim to prevent and respond to violence against women and children by coordinating efforts across various sectors including health, legal, and social services from grassroot to national level. These NPA-VAWCs have been developed and aligned to government policies and initiatives related to gender equality and the promotion and protection of women's rights. This range of policies and national guidelines enable more strategic implementation of the NPA-VAWCs.

⁶ WHO, Violence Against Women, 2024, <https://www.who.int/news-room/fact-sheets/detail/violence-against-women>

CONSTITUTION OF THE UNITED REPUBLIC OF TANZANIA



LEGISLATION

Criminal Procedure Act, CAP 20 R.E 2022
 Cyber Crimes Act of 2015
 Education Act, CAP 355 RE 2022 and its amendment of 2016
 Employment and Labour relations Act of 2004, CAP 366 R.E 2022
 Evidence Act, CAP 6 R.E 2022
 HIV/AIDS Prevention and Control Act No.28 of 2008
 Human DNA Regulation Act No.8 of 2009
 Land Act CAP 113 RE 2022 and Village Act CAP 114 RE 2022
 Law of Marriage Act of 1971 CAP 29 RE 2022
 Law of the Child Act of 2009, CAP 13 R.E 2022
 Law of the Child (Juvenile Court Procedure) Rules 2016 (GN 20/2016)
 Legal Aid Act No.1 of 2017 CAP 21 R.E 2022
 Legal Aid Regulations of 2018
 National Prosecution Service Act CAP 430 R.E 2022
 Penal Code CAP 16 R.E 2022
 Prevention and Combating of corruption Act CAP 329 R.E 2022
 Police Force and Auxiliary Service Act No.1 of 1939

POLICIES AND STRATEGIES

Child Justice:
 Second 5 years
 strategy for
 progressive Reform
 2020/21 – 2024/25
 National Policy
 on Gender and
 Development of
 Women 2023
 National Plan
 of Action to end
 Violence against
 Women and Children
 I (NPA-VAWC
 2017/18 – 2021/22)
 National Plan
 of Action to end
 Violence against
 Women and Children
 II (to be launched)
 Tanzania
 Development Vision
 2025

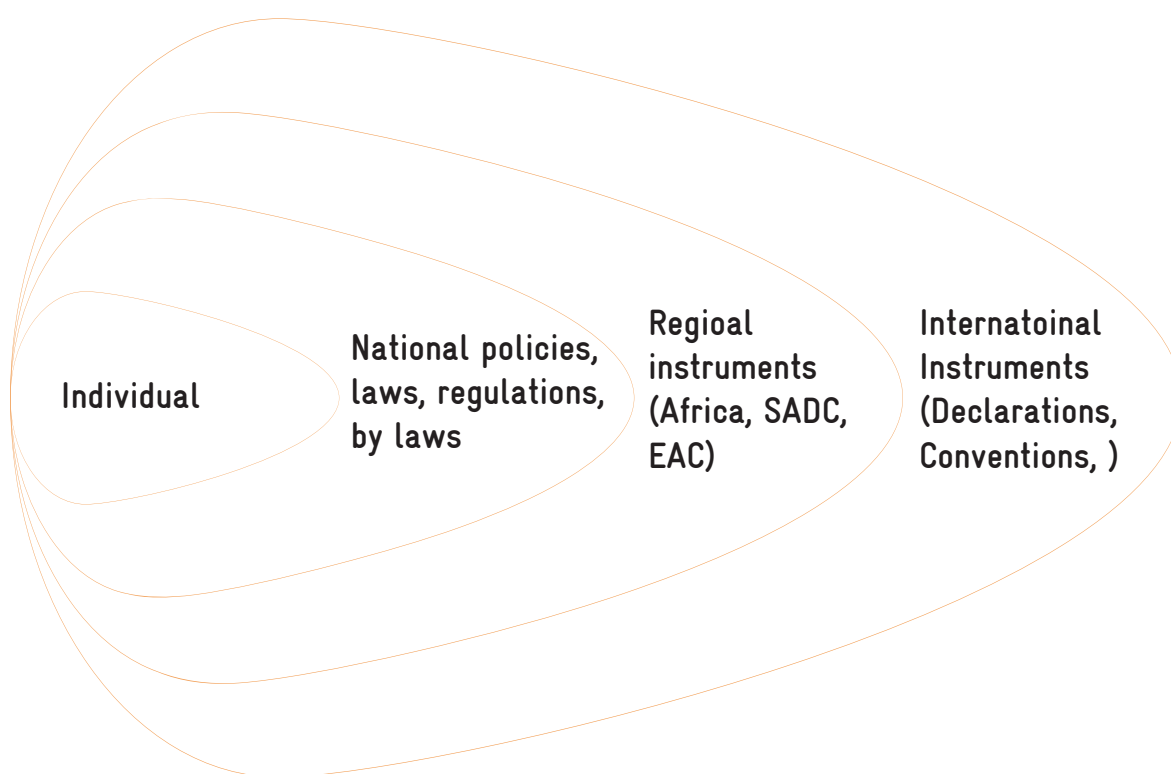


Figure 2: GBV legal and policy frameworks

Facilitator draws a diagram as highlighted and provides the linkages between international, regional, and national policies and legal frameworks.

It is important to note that international and regional frameworks cannot be applied in Tanzania directly. They are however of persuasive value as Tanzania is a signatory to all the mentioned instruments on human, women, and children rights. International and regional instruments must be domesticated through enactment of laws for their enforcement in Tanzania.

Facilitator details the global, regional and national instruments as highlighted below.

Table 3: Anti-GBV provisions in Global, Regional and National Frameworks

Levels	Policy and Legal Frameworks
Global	i. Universal Declaration of Human Rights 1948 Art.2 Non-discrimination, Art.7 Equality ii. International Covenant on Civil and Political Rights 1966 Art.2 Non-discrimination, Art.3 Equality iii. International Covenant of Economic Social and Cultural Rights 1966 Art.2 Non-discrimination, Art.3 Equality iv. Convention of the Elimination of All Forms of Discrimination Against Women 1979 Art.1 Non-discrimination, Art.2 Equality v. Convention on People with Disability 2006, Art.5 Equality and non-discrimination, Art.6 Women with disability, Art.7 Children with disability vi. Convention on the Rights of the Child 1989 Art.2 Non-discrimination, Art.34 Sexual exploitation, Art.37 Cruel and degrading treatment vii. Beijing and Platform of Action 1995 – Strategic objective and action D on violence against women viii. Sustainable Development Goals 2030 (SDGs, specifically Goal 5.2 and 5.3 on gender equality and inclusive societies)
Regional	i. African Charter on Human and Peoples' Rights 1981 Art.2 Non-discrimination, Art.3 Equality ii. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa 2003 (Maputo Protocol) – Art.2 Non-discrimination, Art.3 – Dignity and protection of rights, Art.4 Right to protection against cruelty, prohibition of all forms of violence, Art.5 Elimination of harmful practices against women, Art.8 Access to justice and equal protection before the law including provision of legal aid, Art.20–21 Widows rights. iii. African Charter on the Rights and Welfare of the Child 1990 – Art.2 Non-discrimination, Art.16 Protection against abuse and torture, Art.21 Harmful social cultural practices, Art.27 Sexual exploitation. iv. Agenda 2063 Aspiration 3 – Africa of good governance, democracy, respect of human rights, justice, and rule of law. v. SADC Protocol on Gender and Development 2008 – Part six on gender-based violence. vi. SADC Model Law on GBV 2022 vii. East African Community Treaty 1999 viii. East Africa Community Gender Policy of 2018 provides for equality, participation, representation, and protection.
National Substantive Policies and Laws	a. Policy framework i. Tanzania Development Vision 2025 – Target 1 High quality livelihood goal to have gender equality and empowerment of women in all socio- economic and political relations and culture.

Levels	Policy and Legal Frameworks
National Substantive Policies and Laws	ii. National Policy on Gender and Development of Women 2023 – policy direction 2: Eliminate all forms of gender-based violence and cyber violence; GBV awareness, strengthen of GBV prevention and protection mechanisms, page 26. iii. NPA-VAWC I (2017/18 – 2021/22) and NPA-VAWC II (2024/25- 2028/29) that builds on the first plan, strengthening multisector approach to violence prevention and responding mechanisms. iv. Child Justice: The Second 5-year Strategy for Progressive Reform 2020/21 – 2024/25) – Objective 2, Strategy 1 – Strengthen system for providing legal aid services to children at all levels of child justice systems, page 22. b. Legal Frameworks i. Constitution of the URT 1977 CAP 2 RE 2022 Art. 12(1) Equality, Art. 12 (2) Dignity, Art. 13 (1) Equality before the law, Art. 13 (5) Non-discrimination on bases of gender, sex, age. Art. 16 Right to privacy, Art. 17 freedom of movement, Art. 18 Freedom of information and expression, Art. 20 Right to association. Art. 21 Right to participate in public affairs, Art. 22/23 Right to work and equal pay for work done. Employment and Labour Relation Act CAP 366 RE 2022 Art. 24, Right to Property. Land Act CAP 113 RE 2022 and Village Land Act CAP 114 RE 2022. ii. Penal Code CAP 16 RE 2022 Physical violence – murder S.196, manslaughter S.195, administering poison S.227, common assault S.240, assault causing body harm S.241, kidnapping S.244, abduction S.246, wrongful confinement S.253. Sexual Violence – rape S.130, attempted rape S.132, sexual assault S.135, defilement of wife under 18 years S.138, gross indecency S.138A, grave sexual abuse S.138C, sexual harassment S.138D, sodomy S.154, incest S.158, S.160, indecent communication S.162–; Prevention and Combating of Corruption Bureau CAP 329 RE 2022 Sextortion S .125; The Cyber Crimes Act No 14 of 2015 child pornography S.13, pornography S.14(1). Emotional and psychological Violence – sexual insults S.89, intimidation S.89D, uttering words with intent to wound religious feelings S.129, negligent spread of diseases S.179, publication of false information presented in picture, text, symbol or another form aim to defame, threaten, abuse, insult or otherwise S 16, unsolicited messages S.20 (1), Cyber bullying done with intent to coerce, intimidate, harass or cause emotional distress S.23(1) The Cyber Crimes Act of 2015. Economic violence– forced labour S.256, theft by spouse S.264, threat of arson S.332, setting fire to crops S.321, attempting to set fire S.322, arson S.319, concealing documents S.276 Harmful practices – Cruelty to children S.169A (FGM) Violence against women in elections – President, Parliamentarians and Councilors Elections Act No.1 of 2024 provides for sexual harassment and gender-based violence in election as an election offence S.135

Levels	Policy and Legal Frameworks
National Substantive Policies and Laws	iii. Law of Marriage Act CAP 29 R.E 2022 Forced marriage – Consent S16, objection to marry another woman against marriage requirement S 20; recognize individual ownership and use of assets/property S 56 and 58; spouse consent on sell/rent/mortgage of matrimonial asset S 59; maintenance of spouse S 63; right to borrow on spouse name S 64; spouse not inflicting corporal punishment on another S 66; Widows rights S 68, right to temporary and permanent separation S 99; Equal and just division of matrimonial assets after divorce or separation S 114; men responsibility for ex-spouse maintenance during case processes and after divorce S 151; father maintenance of children after divorce S 25. iv. HIV/AIDS Prevention and Control Act No.2 of 2008 Consent for HIV/AIDs testing S 15 (1), Confidentiality in HIV/AIDs results S 16(1), responsibility of maintenance of confidentiality by all service providers health, insurance, employer S 17(1), right against stigma and discrimination against those living with HIV S 28&32, prevention of transmission S 21, prohibition of intentional transmission of HIV to others S 47. v. Law of the Child Act CAP 13 of 2009 Defines a child as one below 18yrs S 4 (1), non-discrimination S 5 (2), duty to maintain a child (8) – education, health, basic needs, parent duty and responsibility to children S9. vi. Education Act CAP 353 RE 2022 amendment of 2019 and its regulations of 2020 Prohibition to marriage or impregnating a primary or secondary student S 60A if liable to be imprisoned for 30 years.
Procedural law	i. Criminal Procedure Act CAP 20 R.E 2022 Procedure in reporting, investigation, arrest, search, seizure, bail, prosecution. ii. Evidence Act CAP 6 R.E 2022 Burden of proof on one who brings the suit and on criminal cases is beyond reasonable doubt, evidence of a child does not need collaboration. iii. Police Force Auxiliary Service Act No1 of 1939 Powers and duties of police officers – Apply to the magistrate for summons, warrant, search warrant or any legal processes that by law can be issued against a person S 30; Record interview of accused S 33; Conduct search S 35; Apply to court for medical examination of a person in custody S 3; provide police bail S 31. iv. National Prosecutions Service Act CAP 430 R.E 2022 Decides on prosecution of any criminal offence, provides consent to prosecute to police and private person, inspects places of custody. Law of the Child 2016 (GN 20/2016) – the rules provide for the rights of children who are victims and witness in civil and criminal proceedings. These include the appointment of guardian ad litem, conduct of proceedings and rights of the child. Human DNA Regulation Act No.8 of 2009 – provides for the collection of samples for Human DNA for criminal investigation

Legal aid provision**i. Legal Aid Act No. 1 of 2017**

Legal aid services by paralegals S 20 (2)

- a.** Providing legal and procedural education to the community on issues of concern.
- b.** Assisting one to get all necessary legal documents.
- c.** Guiding a legal aided person on proper legal forum/access to justice.
- d.** Advising conflicting parties to seek amicable settlement or referring them to dispute settlement institutions.

Records, monitoring and evaluation S. 26 (1) (a) legal aid providers shall provide legal services to protect the interest of the aided person.

v. Legal Aid Act Regulations of 2018

Measures to be taken prior to the provision of legal aid include holding meetings for clarification of facts and issues, research on legal issues and relevant laws, determine appropriate measures based on context, advice the indigent on measures – administrative or legal measures. R. 20 (1)

Obligation of legal aid provider R. 22 (1) provide legal services as required by indigent person, advise indigent on appropriate measures to be taken, guide indigent on the process and procedures for accessing justice, keeping the indigent informed on the process of the case, clarifying on the legal and determined issues, inform on the execution of judgement and remedies available, provide any other legal assistance as may be requested or required in the circumstances.

NB: The table is not exhaustive of all GBV laws and sections. Facilitator can refer and include more sections. The Anti GBV booklet can be used as reference.

Topic 2: GBV and Human Rights Violations

Exercise 1:

Participants are asked to name GBV practices in their communities and the rights they violate.

The facilitator sums up the session to highlight the relationship between GBV and human, women, and children's rights. Women and children, like all citizens, should be able to enjoy their rights and should be protected from violence and treated with dignity and respect. Violence against women is a result of gender inequality and a violation of human and women's rights. These various forms of inequality create gender specific vulnerabilities such as economic dependence, social cultural norms and sanctions that influence and affect one's willingness to report and cooperate with the criminal justice system and break out of the cycle of violence.

Topic 3: The Roles and Responsibilities of Paralegals as per Legal Aid Act No. 1 of 2017, Legal Aid Regulations 2018 and Legal Aid Service Providers and Paralegal Code of Conduct

The Legal Aid Act No. 1 of 2017 and its 2018 Regulations provide for the recognition of legal aid providers and paralegal cadre in the country. The Law provides foundation for:

- Regulation and coordination of the provision of legal aid services to the community.
- Recognition of paralegals, their qualifications, responsibilities, and code of conduct.
- Principles for the beneficiaries of legal aid services.

The Act also establishes institutions for the management, regulation, and administration of legal aid service provision in the country. These include:

- i. S. 4 and 5. National Legal Aid Advisory Board, whose functions are to:
 - Provide policy guidelines to legal aid providers.
 - Approve annual reports of legal aid providers.
 - Determine appeals from the decision of the registrar, among others.
- ii. S. 6. Office of the Registrar of the legal aid service providers; whose functions are to:
 - Register legal aid providers.
 - Investigate complaints of malpractice, neglect, misconduct, or disobedience against legal providers.
 - Suspend or cancel registration of any legal aid provider.
 - Coordinate and facilitate formulation and accreditation of curriculum for training of paralegals.
 - Perform all functions and regulate all legal aid service provisions in the country on behalf of the Permanent Secretary of MoCLA.
- iii. S. 8. Assistant Registrars are public servants delegated within a District or Region to perform functions on behalf of the Legal Aid Registrar. They have the authority to:
 - Register legal aid providers within their District or Region.
 - Issue certificates of registration.

They coordinate and regulate legal aid provision at the District and Regional levels.

Paralegals

A paralegal is any person who is accredited and certified to provide legal aid services after completing necessary training in the relevant fields or study as per the law, S 3 of the Act

S. 19 and R. 9. Education qualification necessary for one to be paralegal is:

- One with a certificate of secondary education,
- One who has obtained any university bachelor's degree apart from Bachelor of Law or Diploma.
- One who has undergone necessary training.
- One who has undergone training and practiced as a paralegal for not less than two years before the operation of the Legal Aid Act 2017

Training of paralegals can be as short as approved by the Registrar, certificate or ordinary diploma courses from accredited institutions supervised by the Registrar of Legal Aid Service Providers as per S. 7 (1), R. 12 and R. 13.

Paralegals are required by law to do the following:

- Be registered by the legal aid registrar.
- Renew their paralegal certificates each year.
- Provide legal aid services in accordance with the law, S. 20.

Paralegals cannot:

- Provide legal assistance as a private advocate. S 20(5) and (6)
- Charge fee or receive any fee from an aided person for the provision of legal aid.

S. 42 (2) Gives power to the Minister to prepare a Code of Conduct for legal aid providers and paralegals. The Code of Conduct was prepared and announced in the Government Gazette No.669 on 17th September 2021.

Paralegals while providing legal aid are to abide by the following ethics:

- i. Competence;
- ii. Diligence;
- iii. Confidentiality;
- iv. Avoid conflict of interest;
- v. Abide to professional integrity and honesty;
- vi. Follow legal guidelines for legal aid service providers.
- vii. Abide to rule of law.

Paralegals have duties and responsibilities to the aided person, registrar of legal aid and the Court. If a paralegal does not abide by the code of conduct, then one can be punished based on the law.

a. Removal of a registered paralegal – R. 15

Registrar may remove the name of a paralegal from the register of paralegals, if:

- i. One no longer complies with the requirements and conditions for registration as a paralegal.
- ii. One dies or is unfit to practice due to unsoundness of mind or inability to discharge duties.

b. Suspension and cancellation of certificate of registration – R. 16 and R. 16(2)

Registrar may issue a written warning, suspend, cancel certificate of registration of paralegals, if a paralegal:

- i. Does not follow the conditions set out under the Legal Aid Act 2017.

- ii. Breach the code of conduct for legal aid providers and paralegals.
- iii. Engaged in an activity reserved for advocates.
- iv. Charged fees from an aided person.

c. Cancel the certificate of paralegal registration – R. 16 (3)

Registrar may cancel the certificate of a paralegal, if satisfied that:

- i. Registration was obtained by mistake, fraud, undue influence, or misrepresentation.
- ii. Failure to comply with conditions for registration.
- iii. Paralegal has been convicted of an offence against integrity, accountability or subject to an order under a relevant body.

Appeals from a Decision of Suspension or Cancellation of Certificate of Registration of Paralegals

When a Registrar suspends or cancels the certificate of registration, he/she shall notify the paralegal in writing of the decision specifying the nature of the default and order the paralegal to stop providing legal aid. S. 16 (5), S. 17 and R. 16 (4)

- i. Following the receipt of the default notice, a paralegal shall reply to the notice in writing on remedy and rectification of the Registrar notice within 21 days.
- ii. If the paralegal fails to remedy or rectify the default within time provided or does not provide satisfactory presentation, the Registrar shall suspend or cancel the certificate.
- iii. Paralegals whose certificate has been suspended or canceled and are dissatisfied by the reasons for the suspension or cancellation may apply to the Registrar for review of the decision.
- iv. Paralegal who is not satisfied with the decision of the Registrar may appeal to the National Legal Aid Advisory Board.

When a paralegal is dissatisfied with the decision of Assistant Registrar, one appeals to the Registrar. When dissatisfied with the decision of the Registrar, one appeals to the National Legal Aid Advisory Board. When dissatisfied with the decision on the Board, one appeals to the Minister of Legal and Constitutional Affairs. When dissatisfied with decision of the Minister, one then appeals to the High Court of Tanzania.

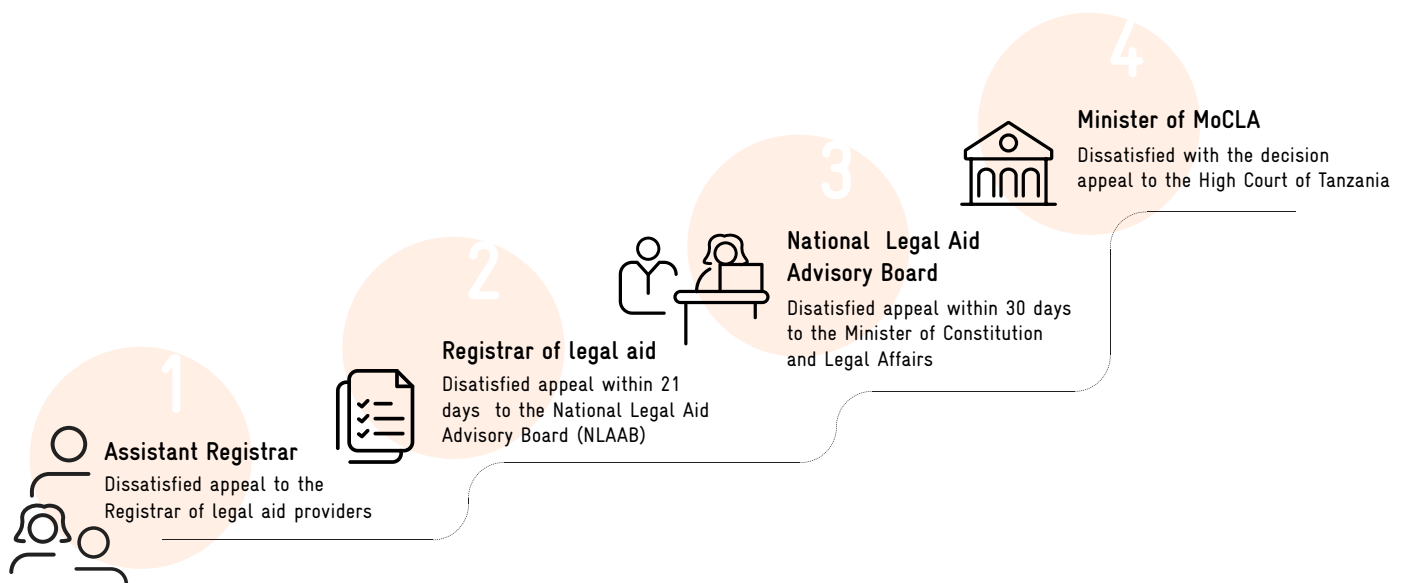


Fig 3. Process of Appeal if dissatisfied with the decisions

SESSION 3: SURVIVOR-CENTRED APPROACH

Objectives

- a. Understanding the meaning of the GBV survivor-centred approach
- b. Understanding the role of stakeholders in the implementation of the survivor-centred approach.
- c. Understanding the role of paralegals in advancing the survivor-centred approach

Topic 1: GBV Survivor-Centred Approach

The survivor-centred approach to gender-based violence (GBV) prioritizes the rights, needs, and wishes of survivors in all aspects of intervention, support, and justice. This approach ensures that survivors' safety, dignity, and autonomy are respected and upheld throughout the process of seeking help and recovering from GBV. A survivor-centred approach to GBV is essential for ensuring that survivors receive the care, support, and respect they need to heal and rebuild their lives by focusing on safety, respect, confidentiality, informed consent, non-discrimination, and empowerment. This approach fosters a supportive environment where survivors can access justice and comprehensive services tailored to their needs.

Key Principles of the GBV Survivor-Centred Approach

Here are some key principles of a survivor-centred approach:

- i. **Safety**– All actions taken must prioritise the survivor's physical and emotional safety and wellbeing. Measures are to be taken to ensure protection from further harm. GBV survivor safety is paramount.
- ii. **Respect**– survivors must be treated with respect, dignity, sensitivity, without blame and reprimand.
- iii. **Confidentiality**– protect survivor's privacy and build trust by maintaining verbal and written confidentiality. Information should only be shared with the survivor's consent and only with those directly involved in providing support, care, and assistance.
- iv. **Informed consent**– survivors should be fully informed about their options and the potential consequences of different actions. They should have the autonomy to make decisions about their own lives, including whether to report the violence, seek medical care, or pursue legal action.
- v. **Non-discrimination**– services and support should be available to all survivors regardless of their gender, age, race, ethnicity, religion, disability, or socio-economic status. Equal access and non-discriminatory practices are essential.
- vi. **Empowerment**– provide survivors with information, resources, and support to enable them to make their own decisions and regain control over their lives.

Key Elements of GBV Survivor-Centred Approach

The facilitator assists paralegals to understand the key elements of a survivor-centred approach to a GBV survivor as follows:

- i. **Provision of holistic support services that address the full spectrum of the survivor's needs**, including physical recovery, psychological support, legal and socioeconomic assistance that address the short- and long-term needs of GBV survivors.

Medical care: provision of immediate and long-term medical care for physical injuries and reproductive health.

Psychosocial support: provide counselling and mental health services to address trauma, anxiety, and depression.

Legal assistance: provide access to legal advice, representation, and support throughout legal proceedings.

Economic empowerment and education: livelihood interventions, provision of entrepreneurship and financial skills, link, and access to capital/resources for income generating activities to gain financial independence to address current and future violence.

ii. Safe spaces

Shelters and safe houses: provision of temporary accommodation to survivors who are at risk of further violence.

iii. Survivor advocacy and case management

Advocates: Trained professionals who provide ongoing support, help survivors navigate services and advocate on their behalf.

One Stop Centres: Facilities that offer a range of services such as health, psychosocial counselling, social welfare, legal aid, and police under one roof, making it easier for survivors to access the help they need.

Case management: Coordinated efforts to ensure that all aspects of the survivor's needs are addressed in a seamless and integrated manner.

iv. Community and stakeholder engagement

Training and capacity building: Educating service providers, law enforcers and community members on the importance of a survivor-centred approach to GBV.

Awareness campaigns: Raising public awareness about GBV and the availability of support services.

v. Policy and legal frameworks

Protective legislation: Laws that protect survivors' rights and ensure accountability for perpetrators.

Policy implementation: Effective enforcement of laws and policies that support a survivor-centred approach to GBV.

vi. Monitoring and Evaluation

Feedback mechanisms: Systems to gather feedback from survivors to improve services.

Data collection and analysis: Collection and analysis of data on GBV incidents and responses to inform policy and practice.

Exercise 1:

In small groups participants are asked to reflect on their community, Wards and Districts on the availability of holistic services and their experience in how survivor needs in legal processes, health, economic support and livelihood, and alternative shelter are met.

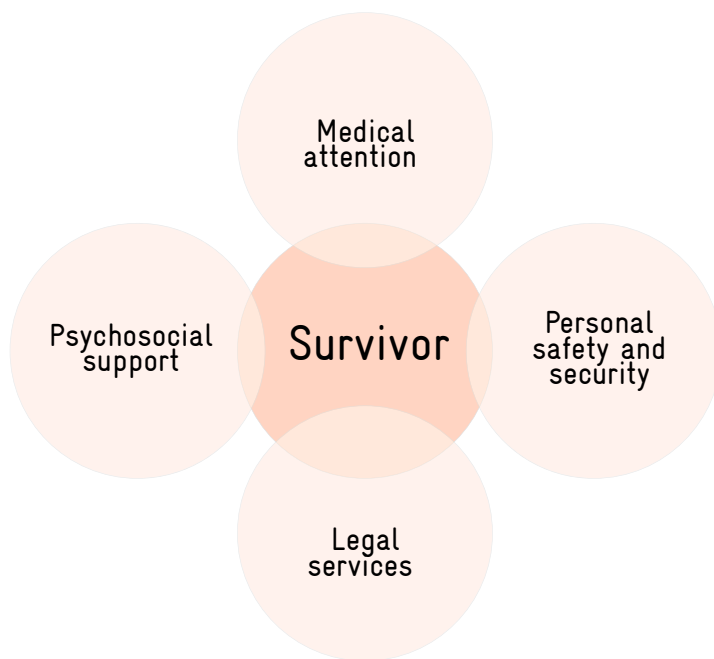
Topic 2: GBV Response and Protection Mechanisms

Effective GBV response and protection mechanisms require consideration of all survivors' needs together with barriers that hinder the GBV survivor from accessing justice. These include seeking GBV general assistance, reporting, following up and cooperating during legal processes.

Facilitator leads participants to understand the GBV social, ecological model and how these affect the individual response to GBV.

Specialist Services to GBV survivors

The effects of GBV to individuals call for specialized services to be provided to GBV survivors for their recovery and effective access to justice.



Prevention – awareness and knowledge on GBV, law and procedures.

Response – police, social welfare officers, women and children committees, local government authorities, paralegals, lawyers, and advocates.

Restoration – safe houses, economic support, humanitarian support, psychosocial support.

Exercise 2:

In small groups, facilitator names some GBV scenarios and asks participants to name some of the needs and services needed by GBV survivors and whether such services are available in their communities.

Example:

- i. A house girl is raped by the father of the house where she works and sent away without being paid.
- ii. A woman has been beaten by her husband, is bleeding and chased out of the house at night with minimal clothing.
- iii. A woman lives in the family home and is belittled and humiliated by her mother-in-law that makes her feel unworthy and fears to be divorced by her husband.

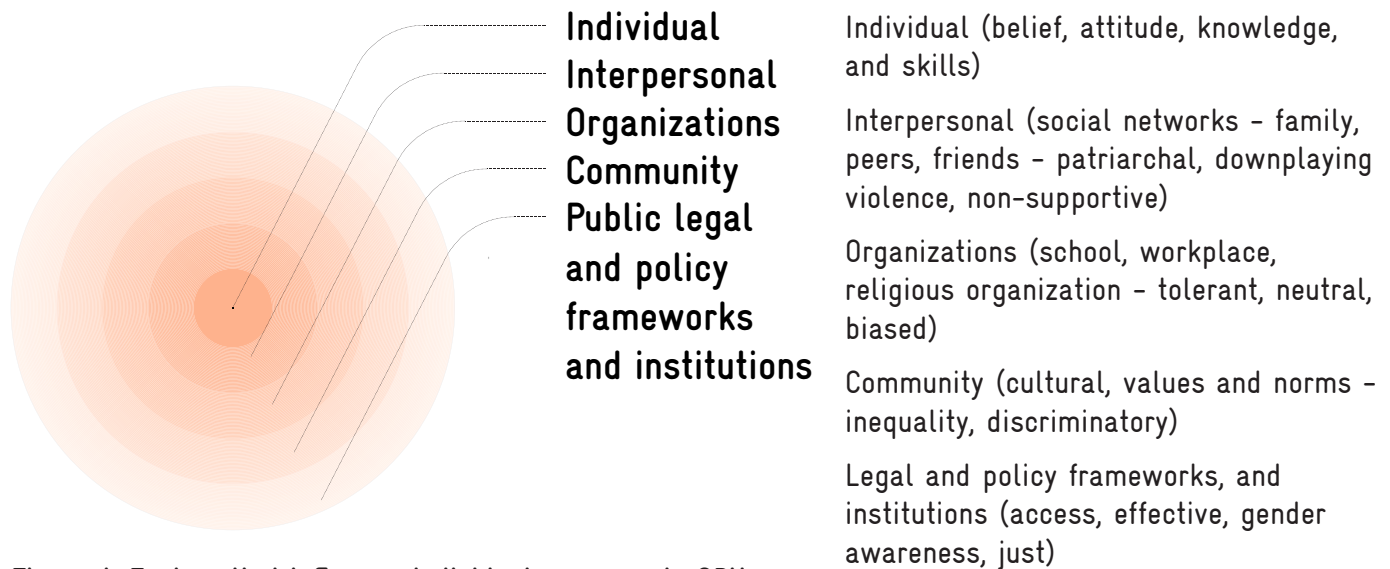


Figure 4: Factors that influence individual response to GBV.

Exercise 3:

Participants are to volunteer and form 2 groups of approximately 7 members. Each group is required to identify a common GBV incidence in their community. Through role play they are asked to act out a scenario of an actual experience of a GBV survivor as they try to access the various services at the police station, health centres, engagement with social welfare officers, the courts and community.

The rest of the participants are to observe and identify actions that advance a survivor-centred approach and those that are harmful to the survivor. Feedback is offered to the group.

Activity time:



Role-play Preparation

10 Minutes



Role-play Dramatization

10 Minutes



Feedback

10 Minutes

Table 4: Service Provider Institutions Roles and Responsibilities

Institutions	Mandate (Role and Responsibilities)
 Family and community	Awareness and knowledge about the social context, forms, and effects of GBV. Mandatory requirement to report cases of violations of the law. Mandatory requirement to report cases of a criminal nature. Mandatory requirement to report cases of child abuse.
 Police posts and police stations – Police Gender and Children Desks	Receive GBV complaints and accusations about a GBV incident. Record and interview GBV survivor. Inform the GBV survivor of her/his rights and criminal procedures to follow. Direct/ refer the GBV survivor to health (hospital) and psychosocial services (social welfare officer) Investigate GBV incidents reported.



Police posts and police stations - Police Gender and Children Desks

Arrest accused.

Apply to the magistrate for summons, warrant, search warrant or any legal processes that by law can be issued against a person for collection of evidence.

Record interview of accused.

Conduct search.

Apply to court for medical examination of a person in custody.

Provide police bail.

Prosecute in subordinate courts with leave from Director of Public Prosecution (DPP).



Criminal Investigation Department (CID)

Conduct investigation of all crimes.

Establish evidence to support charges.

Coordinate evidence analysis by other stakeholders.

Coordinate and supervise investigation.

Supervise the investigation of crimes.



National Prosecution Service (NPS)

Decide to prosecute or not to prosecute criminal incidences (based on the charges and the evidence available).

Provide consent to prosecute to police or private persons.

Intervene, takeover or discontinue any stage of criminal proceeding, issue directive on criminal prosecution.

Direct any police to investigate any information and to report.

NPS to institute, conduct and defend criminal proceedings in court.

Inspect places of custody.



Medical officials

Clinical examination/ evaluation.

Laboratory examination – careful collection of specimens, blood, urine, x-ray, others.

Forensic examination – careful collection of specimens, sperm and analysis, DNA testing, blood, urine, torn or soiled clothing, deposition on the survivor's body, vaginal, anal, or oral swab, etc.

Timely collection of specimens for evidence within 72 hours.

Specimen analysis and documentation.

Taking record of occurrence of incident and medical history and document in Police Medical Examination Form 3 (PF3).

Provide pregnancy testing and emergency contraception (in cases of rape).

HIV diagnostic testing and counselling, post exposure prophylaxis (PEP) for sexually transmitted diseases (in cases of rape, defilement, or sodomy).

Treatment of injuries.

Trauma counselling.

(Mandatory requirement to report cases of child abuse and those of criminal nature).



Psychosocial counsellor

Counselling is to be offered based on the history and the medical examination findings. Example: counselling on emergency contraceptive for unwanted pregnancy; pre – post HIV testing.

Provision of trauma and post trauma counselling to individual, partner/spouse, family members.

Follow up supportive counselling to GBV survivors.

(Training to be done on trauma counselling offered by medical officials and social welfare officers).



Social Welfare Officers

Promote and protect the welfare of families, children, elderly, and people with disability.

Provide professional counselling and guidance to families with matrimonial conflict and single parents.

Map key stakeholders responsible for the provision of basic social services in their areas including safe homes for GBV survivor personal security.

Receive complaints about matrimonial conflicts, including GBV.

Provide safe space for discussions, mediation, and reconciliation.

Follow up of agreements and recommendations provided.

Advice complainant to follow other steps of laws such as court or police for non-adherence of agreement.

Report to the police on serious cases of GBV.



Judiciary (Primary, District, Resident Magistrate, High Court and Juvenile Justice Courts)

Hear GBV cases accordance within their jurisdictions and arrive at just decisions based on the law, facts and evidence provided. Honour principles of judicial independence, due process, and equality before the law. Juvenile justice courts provide procedures and protection of children as witnesses and part of criminal and civil cases.



Community Development Officers

To prevent GBV through sensitization of community members and leaders on effects and impact of GBV/VAWC.

Identify GBV/VAWC high risk areas in the street/ward/ district and develop strategies and plans to reduce them.

Report and refer GBV/VAWC cases to responsible organs.

Promotion and community sensitization of positive norms and values.



Protection committees for women and Children (NPA-VAWC Committees)

NPA-VAWC committees are found at Village/Street, District, Region and national levels. The committee that has the role to address and support survivors of violence is the Village/Street committee who operate at grassroot levels.

Provide initial support to victims of VAWC, report and refer cases that occur in the village/street, keep records of VAWC initiatives, incidences and action taken, facilitate effective collaboration between VAWC partners for prevention and response and sensitise community members and leaders on VAWC.



Legal Aid Providers

Provide legal information and advice on GBV rights, reporting options, and procedures.
 Offer legal representation in criminal, family, and civil cases, including protection orders.
 Support documentation and referrals to PGCD, health, shelters, and social welfare.
 Ensure survivor protection and dignity by safeguarding confidentiality, safety, and reducing intimidation.

Exercise 4:

Participants in groups discuss and present their experience of how the above institutions works in practice. They also reflect on the roles of the police, the medical personnel and the courts and unpack the role of paralegals as per the Legal Aid Act No.1 of 2017, to highlight what role and functions they can play in the provision of GBV survivor-centred services.

The role of paralegals in the survivor-centred approach to GBV is to ensure that the needs and rights of survivors are safeguarded. This is done through cooperation and partnership with police investigators, prosecutors, medical officials, and judiciary to influence gender sensitivity. The consideration of GBV survivors vulnerability, to enhance support services provided to the GBV survivor, facilitate evidence gathering and building of cases to guarantee a fair trial and outcome.

Topic 3: Prevention of Secondary Victimization of GBV Survivors

Secondary victimisation is a negative social, cultural reaction to the consequences of the primary/direct survivor that result in further violations of their rights, freedoms, and entitlements. Behaviours and attitudes of GBV service providers influenced by gender biases, gender stereotypes, traditional and social norms can result in secondary victimization of a GBV survivor. These are manifested through doubting the victim, blaming the victim, minimising his/her experience, downplaying survivor injuries and concerns, use of derogative and offensive language, neglect or denying survivor services and provision of services in a way the survivor feels further violated.

Exercise 5:

Using a flip chart, participants sit in groups and discuss survivor's needs from service providers and what actions are needed for a survivor-centred approach from the Police, health care officials, social Welfare, and paralegals.

Topic 4: The Tanzanian Justice System and the Role of Paralegals

Tanzania's justice system is composed of judicial institutions such as courts and tribunals at various levels. Each plays a specific role in legal processes and ensuring that rule of law is maintained. Judicial organs are interlinked with administrative organs for the resolution of GBV cases in the context of domestic violence and matrimonial relations. These cases are resolved by Social Welfare Officers (SWOs) and the marriage reconciliation board. More serious cases of GBV and continuous violence are reported to police stations, through reference from these organs or directly by individuals.

The facilitator explains the GBV criminal justice process after a complaint is lodged at the police station as reflected on the diagram below.

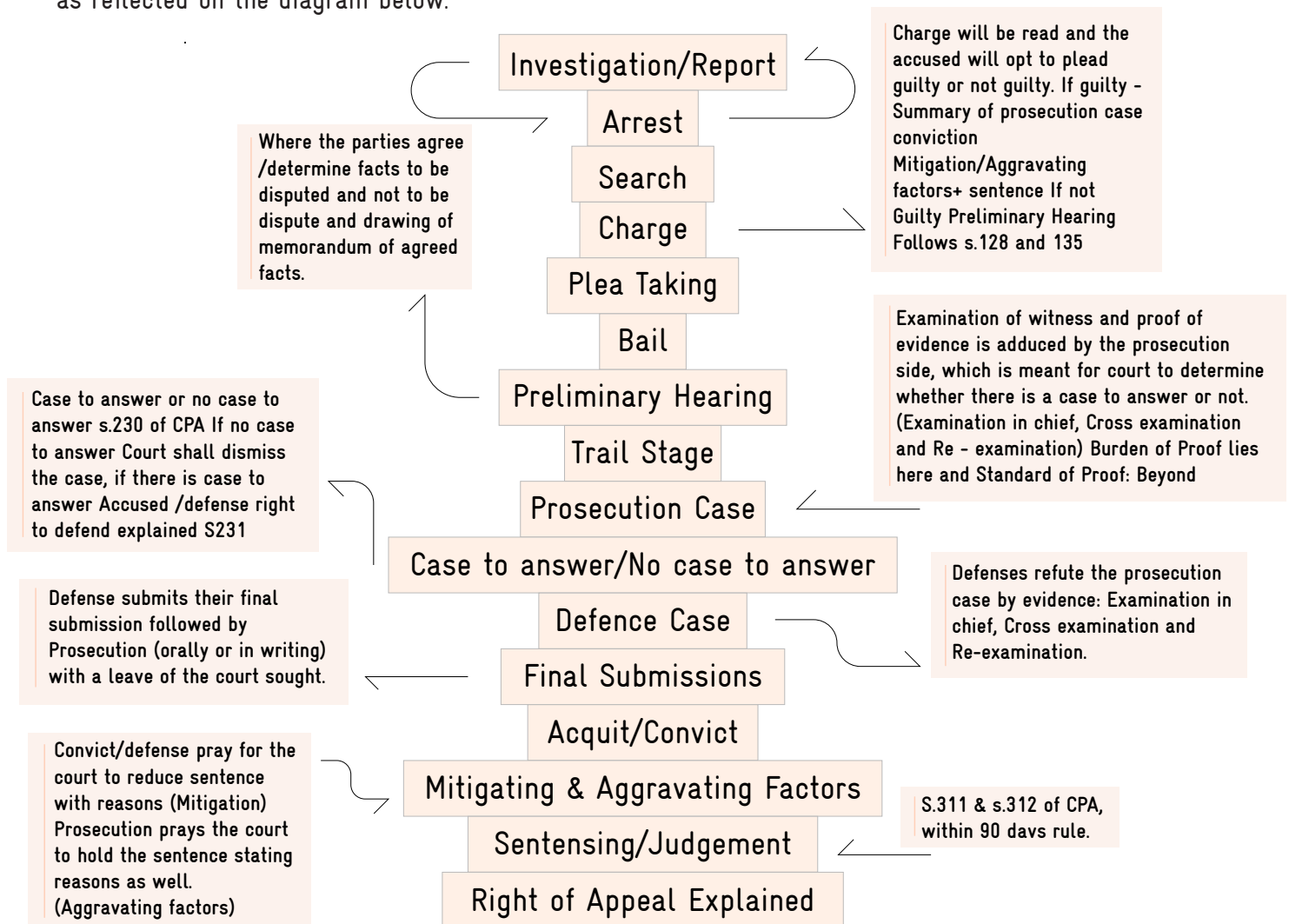


Diagram 1: Criminal procedure in the Primary and District Courts in Tanzania.

Paralegals do not have formal recognition to participate in any of the judicial processes directly. The roles provided in S20 (2) and S26 (1) (a) of the Legal Aid Act 2017 provide a broader role paralegals can play to ensure access to justice to indigents including survivors of GBV. Paralegals can play an important role in demystifying the criminal justice system. Each process in the criminal justice system requires understanding and an explanation of how it works for court users (survivors) to access justice. This is often done through legal education, dispute resolution and referrals to other survivor services practitioners.

Exercise 5:

Having regard to the various criminal justice processes in the diagram, in small groups discuss where paralegals can play a role in the judicial processes in line with the survivors' needs reflected in the other sections.

After the presentations, the facilitator explains in more detail the roles paralegals can play in a survivor-centred approach to GBV survivors as follows:

- i. Advising survivors on the process and how the criminal justice system works, what the next steps are and what to expect.
- ii. Accompanying survivors to the police station to provide detailed account of the incident, perpetrator, location where incident occurred, time and what happened. Criminal cases are initiated at this stage and is important that all relevant information is provided.
- iii. Accompanying survivors to health centres for medical examination and treatment. If applicable, paralegals can help ensure that forensic evidence is collected.
- iv. Referral to further relevant service providers as needed such as social welfare, counselling, and other support services.
- v. Liaise with the paralegal unit, lawyers and advocates that provide support to the paralegal unit where necessary
- vi. Assisting with following up of the case, liaising with police during investigations and prosecution during criminal processes.
- vii. If the case goes to court, accompanying the survivor to court for moral support and survivor family members.

Paralegals can play a vital role in improving access to justice. The addressing of GBV by providing support with a survivor-centred approach contributes to a more equitable and efficient legal system.

Exercise 7:

Based on the roles that paralegals play in advancing the survivor-centred approach to GBV, what are some of the challenges paralegals foresee, and how best can these be overcome?

After the discussion and presentation, the facilitator highlights the impact of the survivor-centred approach and the role that paralegals play in addressing GBV in the justice system as follows:

Accessibility: Paralegals' greater involvement will enhance the accessibility of legal services, and other support services to survivors of GBV, including overcoming legal barriers.

Efficiency: By playing a greater role, paralegals can provide moral and emotional support to survivors and their families to guarantee cooperation and better handling of evidence, contributing to a more efficient justice system in investigation and prosecution of GBV cases.

Empowerment: Paralegals can empower communities to understand and assert their rights, prevent GBV and support survivors of GBV. This will address social, cultural barriers of violence leading to more social support to survivors of GBV, as well as informed and proactive communities.

SESSION 4: SAFEGUARDING PROTOCOLS IN THE SURVIVORS-CENTRED APPROACH

Objectives

- a. Understanding the elements of providing survivor-centred legal support to GBV survivors.
- b. Understanding the role of paralegals in the provision of legal and social support to GBV survivors.
- c. Enhance knowledge and skills for effective communication.

Topic 1: Guiding Principles for Working with Survivors of Gender-Based Violence

Working with survivors of GBV requires a sensitive, respectful, and survivor-centred approach. Here are some key guiding principles:

- i. **Accuracy and competence of information** – be knowledgeable about laws applicable to GBV cases and procedures. Empower survivors by providing them with relevant information and options, allowing them to make informed decisions about their lives.
- ii. **Safety and Security** – prioritize the survivor's safety and ensure that all actions and interventions prioritize the physical and emotional safety of the survivor. Conduct regular risk assessments to identify potential threats to the survivor's safety and develop appropriate safety plans. (Assist with a protection order or direct them to a safe house).
- iii. **Respect** – understand and empathize with the survivor's conditions, respect beliefs, values, customs, and self-awareness of survivors. Treat them with dignity and consideration, without judgement, blaming or shaming. Ensure not to impose your personal beliefs and values.
- iv. **Confidentiality** – always protect the survivor from further harm or stigma. This includes maintaining a discreet and confidential venue where the survivor feels comfortable and safe to provide their account of the facts. Share information about the survivor only with their informed consent and only with those who need to know to provide effective support. Ensure that any records or information taken from a survivor is secure and limit access to only authorized personnel.
- v. **Consent** – ensure that the survivor's participation in any service or intervention is voluntary and based on informed consent and respect the survivor's right to refuse services or interventions at any time.
- vi. **Non-discrimination** – provide equal and fair services and support to all survivors regardless of their age, gender, ethnicity, cultural background, education/literacy, or socio-economic status.
- vii. **Trauma informed care** – recognize the impact of trauma on survivors and incorporate this understanding into all aspects of service provision by learning more about trauma informed approaches and be able to identify psychosocial needs of the survivors to ensure support to survivors includes psychosocial support where possible. (Share handout on trauma informed approaches to care)
- viii. **Inter-agency coordination** – work collaboratively with other organizations and service providers to

ensure comprehensive support to survivors. Establish and maintain referral networks to provide survivors with access to a range of services, including medical, legal, psychological, and social support.

- ix. **Accountability** – all paralegals, staff and service providers adhere to ethical standards and professional conduct and establish mechanisms for survivors to provide feedback on the services they receive. Use feedback to continuously improve the quality and effectiveness of services and interventions.

By adhering to these guiding principles, paralegals can strive to offer sensitive, respectful, and effective support to survivors of GBV. The goal is to empower survivors, promote their well-being, and help them rebuild their lives free from violence.

Topic 2: Communication and Listening Skills

Effective communication is an important aspect of the survivor-centred approach. It is key to understanding the experiences, feelings, and position of the survivor. It allows making informed decisions on the needs of the survivor, ability to provide appropriate, timely and effective GBV support services. Effective communication requires active, sensitive and careful listening, and without judgment to the survivor's experiences and needs.

Exercise 1:

Facilitator whispers to one participant and ask him/her to relay the information in a whisper to another until they all repeat the information and asks the last person to repeat what he/she was told.

Statement

Malaika is 20 years with black eyes and has a two-year-old child. She needs transport fare to go to town to find a job.

Based on the statement from the last participant, the facilitator expands the importance of listening skills in communication.

The facilitator expands on the importance of good and effective communication skills for paralegals as follows:

- i. Assists to understand and satisfy the needs of a GBV survivor.
- ii. Brings the survivor closer to the paralegal (helps create trust and openness for survivors to cooperate with paralegal and access services)
- iii. Enhances awareness about GBV.
- iv. Facilitate provision of accurate information based on the situation and enables paralegal to support the survivor in making an informed decision and take further action to prevent and report GBV.
- v. Enables survivor better to understand their options for support and access to justice on their case.

Exercise 2:

The facilitator provides participants with scenarios that they are to act out while other participants are to say NO if they see they do not demonstrate active listening and provide recommendations on how best to improve active listening.

- a. A person is looking in another direction or looks at his book, watch, phone when talking to a survivor (not maintaining eye contact)
- b. A person is standing with his/her arms crossed while talking to a survivor (poor body language)

Facilitator expands on good effective communication and listening skills to include the following below.

Table 5: Examples of effective communication skills

 Verbal Communication Skills (words)	 Non-verbal Communication Skills (Body Language)
C – CLARIFICATION using open ended and probing questions. The use of none leading questions that provide for yes or no answers or expected answers. L – LISTENING allowing survivor to finish speaking. E – ENCOURAGEMENT validates the survivor's feelings and experiences, affirming that the violence they experienced is not their fault. A – ACCURATE reflection on the discussion based on the survivor's statements or views. R – REPETITION paraphrasing to reflect if you have understood. R – RESPONDING to non-verbal communication (body language). S – SUMMARISING to ensure common understanding of the events or incident.	S – SMILE provides encouragement, warmth, maintains a friendly and welcoming environment and shows approachability. O – OPENNESS has proper body language and facial expressions showing you acknowledge the survivor's perspective, position or point of view (i.e. nodding the head, listening without judgement). Understand and appreciate feelings, personal experiences, and values, beliefs, knowledge. L – LEAN towards the survivor to show attention. E – EYE CONTACT look at the survivor in a culturally acceptable manner. R – RELAX be patient and allocate time to encourage survivor to feel comfortable, to trust and express themselves honestly.

Topic 3: Legal Advice and Counselling

Legal advice and counselling are delivered through face-to-face communication between a paralegal and GBV survivor. Assist the GBV survivor in understanding the laws and procedures pertaining to GBV, for a survivor to make informed decisions and take appropriate action. It assists survivors to overcome legal barriers to understand and confront violation experienced. The provision of legal support also seeks to increase legal awareness to the survivor, the family and related stakeholders such as neighbours to better understand GBV, the legal processes with a view to minimise further threat and harm to those brave enough to report GBV crimes.

Exercise 3:

Participants reflect on how they provide legal aid and advice to their clients, based on the various stages of legal service provision. Identify ways to integrate the survivor-centred approach in their work.

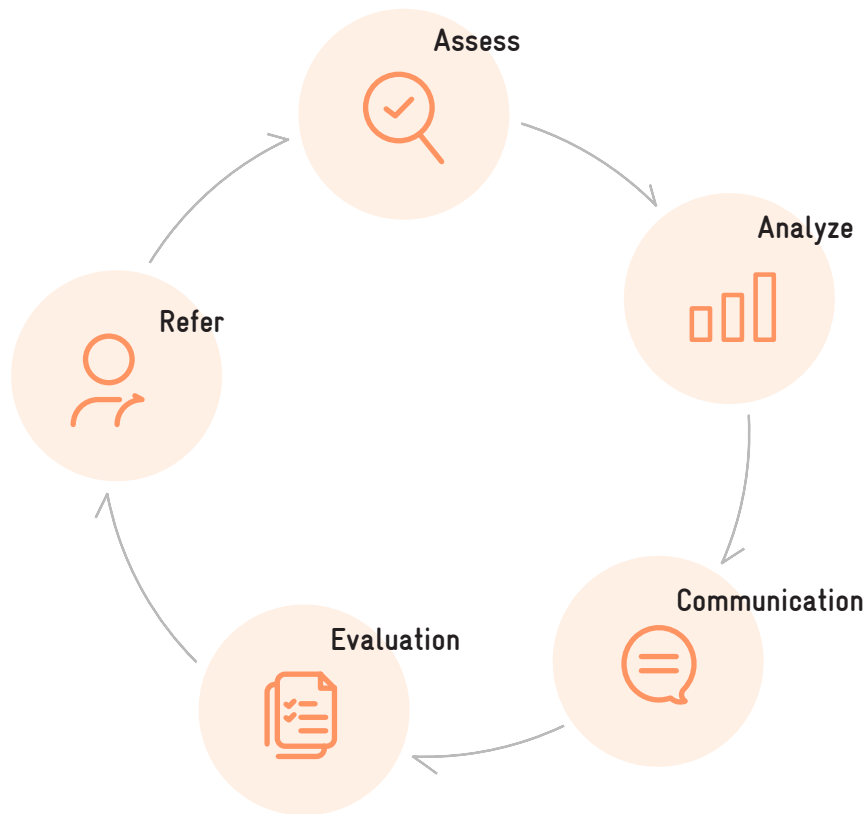


Fig. 6: Stages of provision of legal aid to the community

Legal aid providers and paralegals understand that GBV has multiple effects and consequences to a GBV survivor. A survivor-centred approach places the survivor at the centre of all interventions and recognizes the need for a holistic approach. Together with the importance of a multi-stakeholder approach in addressing the needs of the survivor. These needs encompass access to various services, such as:

- Legal service provision during reporting, investigation and court processes.
- Shelter, a safe space, and basic needs. Paralegals can link survivors with village ward leaders, safe houses managed by non-governmental organisations (NGOs), faith-based organisations (FBOs), Social Welfare Officers, Police stations and posts to ensure survivor safety and security.
- Medical emergency treatment, medical care and services, counselling, and psychological counselling for survivor health and wellbeing.

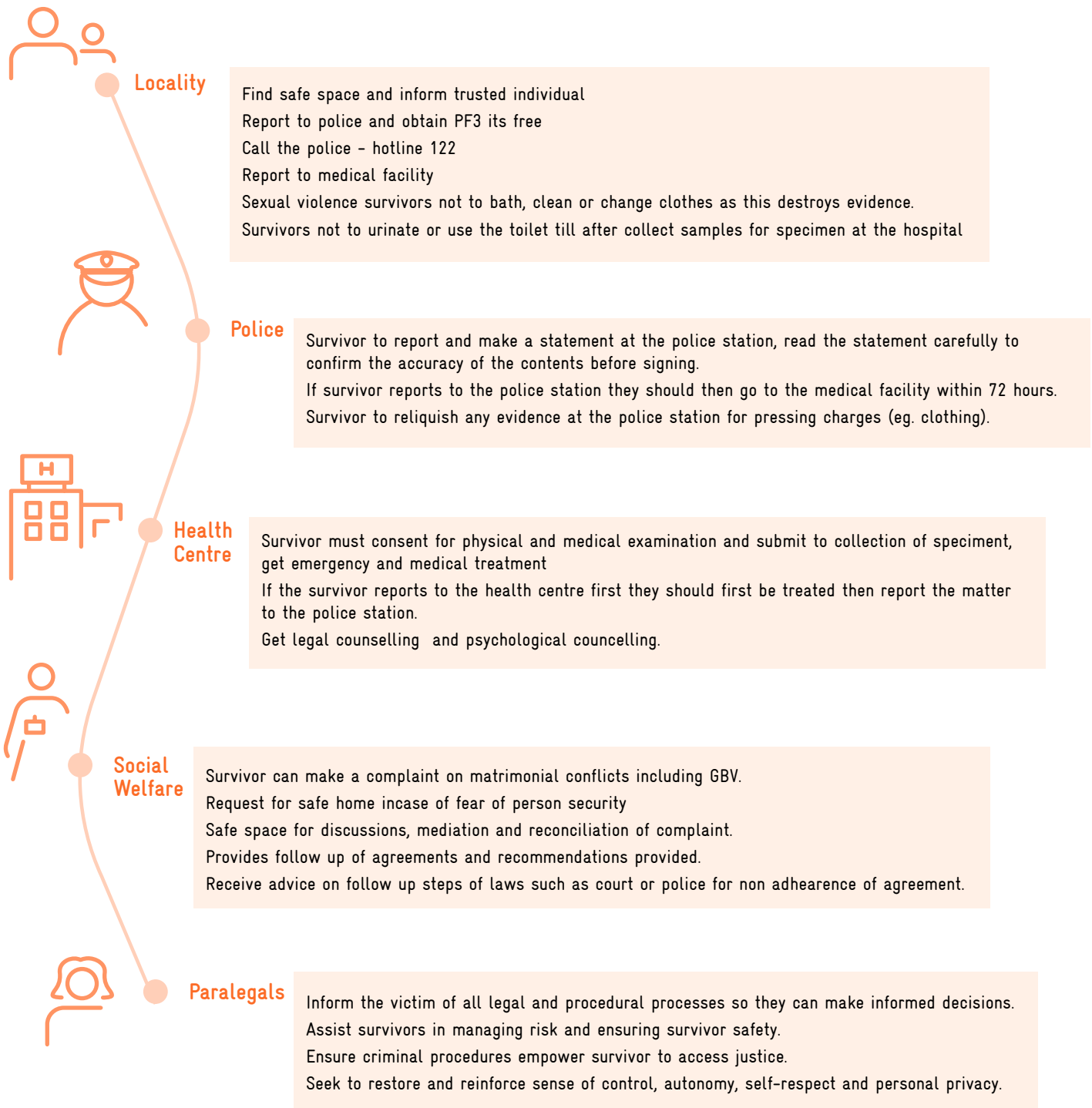


Fig. 7: Referral pathways and the rights of survivors by service providers

N.B: The facilitator clarifies the importance of all referral mechanisms to be timely due to the 72-hour window of opportunity for collection of evidentiary materials.

N.B: Paralegals are to keep contact lists of support service organizations/service providers in their community to link and refer survivors of GBV to specialized services needed.

SESSION 5: COMMUNITY EMPOWERMENT, MOBILIZATION AND COLLABORATION

Objectives

- a. Increase linkages between paralegals and other GBV actors for community awareness, outreach and engagement in addressing GBV.
- b. Strengthen the role of paralegals in the provision of support services to GBV survivors.

Topic 1: Role of Paralegals in GBV Prevention – Community Awareness Raising, Collaboration and Advocacy

GBV prevention is a core part of GBV interventions and vital to address social norms and reshape positive behaviour to reduce incidents of GBV. Awareness raising, stakeholder collaboration and advocacy is key to promoting gender equality, social justice and influencing policy to ensure the safety, security, wellbeing and protection of those most susceptible to all forms of GBV.

Paralegals play a critical role in addressing GBV through community awareness raising, collaboration, and advocacy. Their work is especially vital in ensuring access to justice and fostering a supportive environment for survivors. Here is an overview of their roles in these areas:

1. Raising Awareness

Paralegals serve as grassroots educators and facilitators to inform communities about GBV and its impacts for prevention measures. Their roles include:

Education and Sensitization:

- Conduct workshops, community forums, and campaigns to raise awareness of GBV, its forms, and its consequences.
- Disseminate information about legal rights, remedies, and protections available to survivors under the law.

Challenging Stigma and Cultural Norms:

- Facilitate discussions to address harmful cultural practices and norms that perpetuate GBV.
- Promote gender equality and the importance of reporting GBV.

Resource Distribution:

- Share information about available support services, such as shelters, counselling, and legal aid.

2. Collaboration

Paralegals collaborate with various stakeholders to create a coordinated response to GBV:

Local Authorities and Institutions:

- Partner with police, health services, and judicial bodies to ensure survivor-centred responses.

Civil Society Organizations:

- Work with NGOs, FBOs, women's groups, and advocacy networks to enhance service delivery and resource mobilization.

Community Leaders:

- Engage religious, traditional, and community leaders to foster buy-in and support for anti-GBV initiatives.

Referral Networks:

- Build referral pathways for survivors to access medical care, psychosocial support, and legal assistance.

3. Advocacy

Paralegals play a pivotal role in influencing policy and fostering systemic change to combat GBV:

Policy Advocacy:

- Identify gaps in existing laws and advocate for reforms to enhance survivor protection and justice.
- Engage policymakers to prioritize GBV prevention and allocate resources effectively.

Grassroots Advocacy:

- Amplify the voices of survivors and marginalized groups to highlight their needs and experiences.
- Mobilize community members to participate in campaigns against GBV.

Data Collection and Reporting:

- Document cases and trends of GBV in the community to build evidence for advocacy efforts.
- Use this data to inform policies and practices that address GBV.

4. Empowerment and Support for Survivors

While raising awareness and advocating for systemic change, paralegals also empower survivors by:

Providing Legal Support:

- Assist survivors in understanding their rights and navigating the justice system.
- Help file complaints, apply for protection orders, and follow up on cases.

Capacity Building:

- Train community members, including survivors, to become advocates against GBV.

Paralegals are a bridge between communities and formal legal systems. By raising awareness, fostering collaboration, and advocating for policy change, they help create a safer and more equitable society while ensuring survivors of GBV receive the support and justice they deserve.

Participants share their posters and explain the theme and what they seek to influence through the messaging in plenary with an interactive question and answer session.

Exercise 1:

Participants are divided into 4 groups and engage in a creative exercise to design a poster with key messages that advocate for “community actions for the prevention of GBV.”

The facilitator gives feedback to each group and the participants decide on whether they can collectively agree on a set of messages to create a collective prevention community awareness raising campaign.

Topic 2: Strengthening of GBV Prevention and Response – Community Mobilization

Paralegals play an important role in the prevention and reduction of recurrence of GBV. They can promote positive social norms that encourage non-violent ways to handle disputes within families and communities. Paralegal work enables access to LGAs structures, community, religious and traditional structures that can provide for spaces for dialogue, deliberations, interrogation of social cultural norms and the transformation of individuals, family, and community views about violence and GBV.

Exercise 2:

Through group work; participants are asked to identify common GBV incidences in their communities. State causes of such violence, the perpetrators, actions or initiatives that can be done to address the situation, actors they can collaborate or partner with, beneficiaries of the interventions, areas where the intervention can be done, when and reach of such interventions. After the discussion to share their ideas in plenary for discussion and feedback.

REFERENCE MATERIALS

Global Framework

- i. Beijing and Platform of Action 1995
- ii. Convention of the Elimination of All Forms of Discrimination Against Women 1979
- iii. Convention on People with Disability of 2006
- iv. Convention on the Rights of the Child of 1989
- v. International Covenant on Civil and Political Rights 1966
- vi. International Covenant of Economic Social and Cultural Rights 1966
- vii. Universal Declaration of Human Rights 1948
- viii. Sustainable Development Goals 2030

Regional Framework

- i. Agenda 2063 (The Africa we want)
- ii. African Charter on Human and Peoples' Rights of 1981
- iii. African Charter on the Rights and Welfare of the Child of 1990
- iv. East African Community Treaty 1999
- v. East Africa Community Gender Policy of 2018
- vi. Protocol to the African Charter on Human and Peoples' Rights on the Rights of Women in Africa 2003 (Maputo Protocol)
- vii. SADC Protocol on Gender and Development 2008
- viii. SADC Model Law on GBV 2022

National Framework

Policy and Strategies

Child Justice: Second 5 years strategy for progressive Reform 2020/21 – 2024/25

National Policy on Gender and Development of Women 2023

National Plan of Action to end Violence against Women and Children I (NPA-VAWC 2017/18 – 2021/22)

National Plan of Action to end Violence against Women and Children II (NPA-VAWC 2024/25 – 2028/29)

Tanzania Development Vision 2025

Legislation

Constitution of the United Republic of Tanzania of 1977 CAP 2 RE2002

Criminal Procedure Act, CAP 20 R.E 2022

Cyber Crimes Act of 2015

Education Act, CAP 355 RE 2022 and its amendment of 2016

Employment and Labour relations Act of 2004, CAP 366 R.E 2022

Evidence Act, CAP 6 R.E 2022

HIV/AIDS Prevention and Control Act No.28 of 2008

Human DNA Regulation Act No.8 of 2009

Land Act CAP 113 RE 2022 and Village Act CAP 114 RE 2022

Law of Marriage Act of 1971 CAP 29 RE 2022

Law of the Child Act of 2009, CAP 13 R.E 2022

Law of the Child (Juvenile Court Procedure) Rules 2016 (GN 20/2016)

Legal Aid Act No.1 of 2017 CAP 21 R.E 2022

Legal Aid Regulations of 2018

National Prosecution Service Act CAP 430 R.E 2022

Penal Code CAP 16 R.E 2022

Prevention and Combating of corruption Act CAP 329 R.E 2022

Police Force and Auxiliary Service Act No.1 of 1939

Additional Reading

Trauma Informed Approach

Active listening and communication skills

ANNEXURE 1: PARALEGAL TRAINING EVALUATION FORM

It would be much appreciated, if you would complete the questionnaire and return to evaluate the training to ensure the training meets its objective.

Evaluate the following:

	Put a tick based on your view			
	Excellent	Good	Adequate	Poor
Institutions				
Venue and facilities				
Lunch and refreshments				
Overall rating of the conference facilities				
The training methodologies used enabled accurately conveying of the content				
The methodology used enabled engagement and facilitation of discussions				
Facilitators were knowledgeable and prepared on the training topics				
Given the time allocated the amount of information was appropriate				
The language used was facilitative of the discussions				

1. What did you learn that you did not know before? What knowledge you advanced?

2. How will you apply the training in the course of your work?

3. What more topics would you like to know or trained further relevant to your work on survivor-centred approach on GBV?

4. What support do you need to implement and integrate the survivor-centred approach in your work?

ANNEXURE 2: TRAINING TIMETABLE

TRAINING GUIDING PRINCIPLES

- Respect for local context and culture
- Focus on personal reflections / experience and context delivery
- Participative and enabling
- Safe space
- Peer to peer learning
- Head (thinking and understanding), heart (personal values, feelings, and passion) and hands (action) approach

DAY ONE

TIME	AGENDA	RESPONSIBLE PERSONS
8:00- 8:30	Registration	ALL
08:30-8:40	Welcoming remarks	
8:40-9:00	Introduction and workshop setting	Facilitator
Session One: Introduction to Gender and Gender-Based Violence		
9:00-10:30	Introduction to Gender and key concepts.	Facilitator
10:30-11:00	HEALTH BREAK	ALL
11:00-12:00	Gender-Based Violence and types	Facilitator
12:00-1:00	Causes and Effects of GBV	Facilitator
1:00-2:00	HEALTH BREAK	ALL
Session Two: GBV and Violation of Rights		
2:00 – 3:00	Global, Regional and National Frameworks in relation to GBV.	Facilitator
3:00 – 4:00	GBV and the Rights they Violate	Facilitator
4:00 – 5:00	Roles and Responsibilities of Paralegals as provided by Law	Facilitator
5:00	Reflection and Closing of Day One	All

DAY TWO

TIME	AGENDA	RESPONSIBLE PERSONS
8:30 – 9:00	Registration and Recap of Day One	All
Session Three: Survivor-Centred Approach to GBV		
9:00 – 10:30	Definition of survivor-centred approach	Facilitator
10:30 – 11:00	HEALTH BREAK	ALL
11:00 – 12:30	GBV Response and protection mechanisms	Facilitator
12:30 – 1:00	Prevention of Secondary Victimization	Facilitator
1:00 – 2:00	HEALTH BREAK	ALL
2:00 – 3:30	Specialist services	Facilitator
3:30 – 4:30	Tanzania Justice System	Facilitator
4:30 – 5:00	Paralegal role in survivor-centred approach	Facilitator
5:00	Reflection and Closing of Day One	All

DAY THREE

TIME	AGENDA	RESPONSIBLE PERSONS
8:30 – 9:00	Registration and Recap Day Two	All
Session Four: GBV survivor-centred approach safeguarding protocols		
9:00 – 10:30	Guiding Principles of GBV	Facilitator
10:30 – 11:00	HEALTH BREAK	ALL
11:00 – 12:00	Communication and Listening skills Effective communication	Facilitator
12:00 – 1:00	Legal Advice and Counselling	Facilitator
1:00 – 2:00	HEALTH BREAK	ALL
Session Five: Community empowerment, mobilization and collaboration		
2:00 – 3:00	Paralegal role in GBV prevention – Community awareness raising	Facilitator
3:00 – 4:30	Strengthening of GBV prevention and response – community mobilization	Facilitator
4:30 – 5:00	EVALUATION AND CLOSING	ALL

