|  |  |  |
| --- | --- | --- |
|  |  |  |
|  |  |
| **Evaluation of Grenada’s Man-to-Man Batterer Intervention Programme** **April 2013** |
|  |  | **Prepared by****Zuri Amuleru-Marshall, Ph.D.****Process Evaluation****Rohan D. Jeremiah, MPH, Ph.D. Lead Evaluator****Process and Outcome Evaluation: Qualitative Analyses****Zuri Amuleru-Marshall, Ph.D., Lead Evaluator****Angela Gomez, Ph.D., Co-Evaluator****Shani Harris, Ph.D., Co-Evaluator****Submitted to****The Legal Aid and Counseling Clinic****Grenada, WI****UN Women, Eastern Caribbean Office****Barbados, WI** |
|  |  |  |

Contributors to this Report

Zuri Amuleru-Marshall, Ph.D.

Professor, Behavioral Science

St. George’s University

St. George’s, Grenada

Angela Gomez, Ph.D.

Anthropologist

TransGlocal.org

Shani Harris, Ph.D.

Assistant Professor, Psychology

Spelman College

Atlanta, GA, USA

Rohan D. Jeremiah, M.P.H., Ph.D.

Cornely Fellow

Center for Research on Ethnicity, Culture and Health

School of Public Health

University of Michigan

Ann Arbor, Michigan, USA

Table of Contents

I. INTRODUCTION 1

II. THE PROGRAMME’S LOGIC MODEL 3

III. EVALUATION GOALS 4

IV. RESULTS OF THE PROCESS EVALUATION 5

A. Process Evaluation Goals and Objectives 5

B. Programme Description 5

C. The Implementing Agency: Grenada Legal Aid and Counseling Clinic (LACC) 6

D. The Role of the Court 7

E. The PFP Curriculum 8

F. Evaluation Methods 9

G. Limitations 10

H. Process Evaluation Results 10

1. Audit of Participant Files 12

2. Programme Delivery 15

3. Programme Management 16

1. Personnel 16
2. Stakeholder Relations 17
3. Engagement Strategies 18

I. Conclusions and Recommendations 19

1. Issues to be Addressed 20

2. Best Practices 23

J.Summary 23

V. RESULTS OF THE QUALITATIVE ANALYSIS 25

A. Evaluation Goals and Objectives Addressed by the Qualitative Analysis 25

B.Methodology 26

1. Data Sources 26

2. Data Analysis Methods 27

C.Study limitations 28

D.Qualitative Analysis Results 29

E.Discussion 92

F. Conclusions and Recommendations Emanating from the Qualitative Analysis 100

VI. REPORT SUMMARY 102

APPENDICES 105

Appendix A—Participant’s File Monitoring Template

Appendix B -- Suggested Modifications for PFP Intake Form

Appendix C -- Suggested Modifications for PFP Exit Interview Form

Appendix D-- Dedoose Codes for Interpreting Transcripts

Appendix E -- Sample Case: Victim's Account of a Domestic Violence Incident

#

# I. INTRODUCTION

The Man to Man Batterer Intervention Programme is based on the parent Programme, *Partnership for Peace* (PfP), the development of which was initiated and sponsored by UN Women, Eastern Caribbean Office. UN Women convened an Expert Group comprising social science, legal and law enforcement specialists with experience in domestic violence work to (1) review and analyze existing batterer intervention programmes within and external to the Eastern Caribbean region, and (2) to construct a framework for standardizing such programmes in the Caribbean. The framework was to be premised on the protection of women’s human rights, including victim protection, and on perpetrator accountability. The *Partnership for Peace* Violence Intervention Programme evolved from this sustained effort. It is a court-based accountability Programme in which adjudicated perpetrators of domestic violence are offered, in lieu of immediate sentencing, the opportunity to participate in a sixteen-week, psycho-educational Programme that is designed to \_\_\_\_ them to take responsibility for their behaviors, and to empower them to improve their lives and relationships by choosing new behaviors that are violence-free. By doing so, the Programme seeks to protect the victims by preventing any further violence committed against them by the perpetrators. Full participation is required by the Programme and by the court.

PfP was based on the Family Violence Education Programme (FVEP) developed at The Consultation Center at Yale University School of Medicine, Department of Psychiatry and the Community Consultation Board in New Haven, Connecticut. In order for the Programme to be socially, linguistically, and culturally appropriate for the Caribbean, substantial modifications had to be made to the lessons and materials, including the addition of several new topics such as Spirituality and Culture. The adaptation process was undertaken by the Expert Group and, once completed, the sixteen-week, court-based *Partnership for Peace* psycho-educational curriculum was launched. Grenada was the first Caribbean country to implement the PfP Programme, under the name “Man to Man Batterer Intervention Programme”. The Man to Man Programme was piloted in 2005, and has been in full operation continuously since then, offering two cycles annually, on average. Following a successful pilot of the programme, PfP was then systematically and sensitively introduced to other countries in the Eastern Caribbean region in an effort to address the growing problem of domestic violence. To date, the PfP programme has also been implemented in Trinidad & Tobago, Jamaica, St. Lucia, the British Virgin Islands, and Belize.

In 2010, a comprehensive evaluation of the *Man to Man Batterer Intervention Programme* was commissioned by the Grenada Legal Aid and Counseling Clinic, with support from the Caribbean Regional Office of UN Women in Barbados. The evaluation plan included the following three parts:

* Part One – Process Evaluation

The process evaluation was designed to analyze the programme’s implementation over nine already-completed cycles of the *Man-to-Man Programme* as of December 2009. The data for this phase were gathered primarily from secondary data sources, including existing documents and records.

* Part Two – Outcome Evaluation

The outcome analysis was designed to analyze the programme’s effectiveness over two programme cycles that were in progress between January 2010 and December 2010. Data for this phase included some secondary sources, including existing documents and records, but was based primarily on an extensive catalog of primary data sources, including transcripts from programme sessions recordings, stakeholder interviews, and interviews with partners of the programme participants.

* Part Three – Evaluation Template

This section was expected to yield an evaluation template for use in the UN Women’s regional domestic violence intervention, *Partnership for Peace.* The template would allow for consistency in the reporting requirements for countries implementing PfP across the region. It would also make it possible for UN Women to monitor and assess essential aspects of programme fidelity, effectiveness, and impact.

The Process Evaluation report, with minor editing to reduce redundancy, is included in this document. A report was submitted for Part Two, but it was determined by the funding agency that the data analysis was incomplete. Therefore, a separate contract was initiated to conduct a qualitative analysis of the primary data that had been collected for the project. The resulting report, which is also included in the document, includes both process and outcome findings.

Part Three, the Evaluation Template for use in the regional *Partnership for Peace* projects has not yet been completed.

# II. THE PROGRAMME’S LOGIC MODEL

The logic model for the Man to Man Programme is presented below and provides an illustration of the specific Programme inputs and activities that are expected to result in the designated outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
| **Inputs** | **Activities** | **Proximal Outcomes** | **Distal Outcomes** |
| IF…Legal Aid and Counseling Clinic (LACC) * Maintains recruitment mechanisms with the local court system
* Maintains a pool of programme facilitators
* Manages programme operations
* Monitors implementation
* Ensures that all programme components and assessment tools are systematically collected and analyzed

Stakeholders* Refers domestic violence offenders to attend PFP

PFP participants* Enrolls into the PFP programme
* Completes the PFP protocols—intake, exit interviews, weekly assessments and personal development plan
 | AND…Legal Aid and Counseling Clinic (LACC)* Offers cycles in a timely manner
* Carefully screens each candidate to ensure eligibility
* Monitors the PFP participant progress
* Delivers all components of the curriculum
* Submit progress reports to the court system

Stakeholders* Considers the PFP as an option for domestic violence cases
* Maintains contact with PFP Programme Coordinator
* Accepts progress reports for each PFP participants

PFP participants* Attends all PFP sessions, trying not to miss less than two consecutive sessions
* Actively participates in the programme session.
* Completes weekly assignments
* Practices the new knowledge learned
* Graduate successfully from the PFP
 | THEN …Participants will achieve these programme goals:* To help participants stop violence in their lives.
* To help participants understand that violence is a choice.
* To help participants accept responsibility for their behavior and to choose new behaviors that are free of violence.
* To help participants understand the cost of violence to themselves, their partners, their children, and society in general.
* To teach participants skills for addressing conflict and responding to stress.
* To establish and model an atmosphere of respect within the group and to challenge disrespectful behavior.
* To encourage participants’ examination of where their violent behavior began.
 | AND THEN …Participants will achieve these programme goals:* To empower participants to take steps towards improving their lives and their relationships.
* To create a network of men who will advocate for non-violent relationships.
 |

The evaluation plan was derived from the logic model. The process evaluation assesses the extent to which the planned inputs and activities were completed as designed. This is an assessment of programme fidelity – the degree to which the implemented programme follows the programme model. The outcome evaluation assesses the extent to which the expected outcomes were achieved.

# III. EVALUATION GOALS

* Goal One: To assess the extent to which the lead implementing agency maintained programme fidelity.
	1. Objective One: To ensure the programme was implemented in accordance with the Partnership for Peace programme model; and
	2. Objective Two: To ensure that the programme’s records and assessment tools are capturing the required information.
* Goal Two: To assess the extent to which the participants achieved the programme goals.
	+ Objective One: Participants can cite alternative behaviors and techniques that are not abusive or violent; and
	+ Objective Two: Participants are attempting to use their newly acquired skills to avoid violence and conflict situations; and
	+ Objective Three: Upon follow-up, the participants have not re-offended.

The Process Evaluation report addresses Goal One, and the Qualitative Analysis addresses both Goals One and Two.

# IV. RESULTS OF THE PROCESS EVALUATION

### **Rohan D. Jeremiah, M.P.H., Ph.D.**

### **Lead Evaluator**

## Process Evaluation Goals and Objectives

The process evaluation assesses Goal One:

* To assess the extent to which the lead implementing agency maintained programme fidelity.
	1. Objective One: To ensure the programme was implemented in accordance with the Partnership for Peace programme model; and
	2. Objective Two: To ensure that the programme’s records and assessment tools are capturing the required information.

The lead implementing agency is the Grenada Legal Aid and Counseling Clinic (LACC). In each Caribbean country, the PFP programme adopts a localized project name that is specific to the local context. In Grenada, the PFP/Grenada is known as the Man-to-Man Programme. Throughout this report, the terms “PFP/Grenada” and “the Man-to-Man Programme” will be used interchangeably.

This section of the Combined Report represents the results of the process evaluation.

## Programme Description

## The PFP model and curriculum focus on male perpetrators through a programme that teaches that their intentional, abusive behaviors are about gaining control of their female partners that compromise her human rights. The PFP model has two (2) core principles: to protect women’s rights, with a particular reference to victim safety; and, to make male perpetrators accountable for their behavior. The PFP curriculum is offered in a sixteen-week cycle and based on a psycho-educational approach to illustrate to the enrolled men that their violent acts have social implications and significance, which both reflect and perpetuate gender inequality. The PFP curriculum introduces alternative life skill techniques such as respect, open communication, conflict resolution, and healthy social and sexual behavior patterns that support equitable balance within relationships.

The PFP Programme goals are:

* To help participate stop violence in their lives
* To help participants understand that violence is a choice
* To encourage participants to examine where their violent behaviour originated
* To help participants accept responsibility for their behaviour and to choose alternatives to violence
* To help participants understand the costs of violence to themselves, their partner, their children and society in general
* To teach participants skills for addressing conflict and responding to stress
* To establish and model an atmosphere of respect within the group and to challenge disrespectful behaviour
* To empower participants to take steps towards improving their lives and their relationships.
* To encourage participants’ examination of where their violent behavior began.
* To create a network of men who will advocate for non-violent relationships.

### The Implementing Agency: Grenada Legal Aid and Counseling Clinic (LACC)

In collaboration with UNWomen, PFP/Grenada is being administered by a local non-governmental organization, Grenada’s Legal Aid and Counseling Clinic (LACC). Since the 1980s, the Grenada’s Legal Aid and Counseling Clinic (LACC) has offered legal services at reduced rates to Grenadians that cannot afford private legal representation. Most of LACC’s clients are women and children, who are coincidently vulnerable and at risk for domestic violence at some point in their lives. LACC recognizes that many of its clients are victims of domestic violence, therefore the Agency began exploring innovative ways of addressing domestic violence that were more than services to female victims. Many of their clients returned to the volatile situation and relationship. As the LACC Director, Mrs. Jacqueline Sealy-Burke noted, “Many of our clients were in a revolving cycle of vulnerability to violence because, we (LACC) were not addressing the fundamental problem, male perpetrators.”

During the aftermath of Hurricane Ivan in 2005, LACC became increasingly concerned about the anecdotal indicators that domestic violence against women was increasing during the post-disaster period (Personal Communication with LACC Director—Jacqueline Sealy-Burke). Therefore, LACC approached UNWomen—Caribbean Office for international support to developing or sponsoring a programme for domestic violence in Grenada. Coincidentally, UNWomen was finalizing the PFP model and curriculum and gave LACC permission to pilot the Partnership for Peace Programme (PFP) as the administering agency in Grenada. LACC was best suited to launch and administer PFP/Grenada because of its reputation as an advocate within the local communities and its desire to lead a domestic violence programme that focuses on addressing the fundamental issue, male perpetrators.

In 2005, LACC launched PFP Grenada/Man to Man Programme with sensitization meetings with state machineries such as Ministries of Health, Social Development, and Legal Affairs. Those meetings introduce the PFP model and curriculum to Magistrates, State Prosecutors, Social Workers and other Social Service advocates. Then, the PFP programme was proposed as better way of addressing domestic violence in Grenada because the focus would become the male perpetrators. During these presentations, LACC was seeking the stakeholders’ approval, and recruited them as advocates for PFP/Grenada.

## The Role of the Court

As a result of the groundwork laid, LACC was able to establish an agreement with the Chief Magistrate enabling the Magistrate court system to begin referring male perpetrators among domestic violence cases to the Man-to Man Programme as part of their court’s sentencing. Magistrates in each district court in collaboration with the State Prosecutors and Social Workers collaboratively identified these referrals based on these conditions:

* + - Willingness to participate in a programme that exclusively focuses on male participants;
		- Admissibility based on limited or non-existence of alcohol and drug dependency; and
		- Eligibility to receive the programme in a non-custodial setting.

When a male perpetrator is identified, the Magistrate Courts pursues the following steps:

* Screens cases for potential admission to Man-to-Man Programme
* Referrals would usually originate either from the civil jurisdiction of the Court under Domestic Violence legislation or from the criminal jurisdiction of the court in criminal matters involving male on female violence.
* In collaboration with the State Prosecutor and the Court’s Social Workers, the court then recommends a candidate for admission to the Man-to-Man programme.
* After that, a referral is made to LACC and the agency continues processing the case with these steps:

The Man-to-Man Programme Coordinator then conducts an intake interview and determines the referral’s eligibility. Once the man’s eligibility has been established, the Programme Coordinator and the Court Order solidify the admission to the programme as part of his sentence. During that order, each Magistrate schedules mid-term checkpoints and final review dates.

During the sixteen (16) week programme, the participants are evaluated on levels of attendance and participation. Strict rules of engagement with the programme are clearly established and non-compliance can result in a participant’s discontinued enrollment. In situations when a participant failed to comply with programme rules and/or was disallowed from continuing in the programme, the Court will be informed and a new court session will be scheduled for a new sentence.

The Man-to-Man Programme Coordinator submits interim reports to the Courts during the sixteen (16) week programme. The Coordinator conducts exit interviews and prepares a brief final report which is submitted to the Court that speaks to the two (2) main issues: attendance and participation. Upon submission of the final report and any additional feedback from the Coordinator, Social Workers or the State Prosecutors, the Magistrate disposes of the matter accordingly.

Since 2005, there is steady flow of referrals from the courts to LACC for the Man-to-Man Programme. The consistency of referrals allows LACC to administer the PFP’s sixteen-week cycle at least twice a year. The Magistrate courts remain the primary source for PFP/Grenada and most referrals are made from the St. George’s Parish, Grenada’s capital district. However, PFP/Grenada has accepted referrals from all of the judicial district courts including its neighboring island, Carriacou.

## The PFP Curriculum

The PFP model focuses on life skills development and training that underlines the problem of domestic violence in the Caribbean. The model is built into a sixteen-week curriculum that is offered in closed-group setting. Each week, two facilitators introduce a new topic to the group of about ten (10) to thirteen (13) PFP male participants. The PFP participants are required to attend all of the weekly sessions and cannot accrue more than two-excusable absences. Their attendance is crucial to the PFP model because each new weekly topic builds on the previous week’s presentation and the participants are being evaluated.

The weekly topics and sessions are:

|  |  |
| --- | --- |
| 1. Orientation | 9. Power and Control in Relationships |
| 2. Understanding and Managing Feelings :  Part 1: Anger Management | 10. Sexuality, STIs and HIV Prevention |
| 3. Understanding and Managing Feelings :  Part 2: Managing Life’s Transitions | 11. Fatherhood and the Effects of Violence on Children |
| 4. Effective Communication | 12. Stress Management and Trauma Recovery |
| 5. Conflict Resolution | 13. Substance Abuse Prevention |
| 6. Family History | 14. Domestic Violence and the Law |
| 7. Manhood | 15. Spirituality and Culture |
| 8. Womanhood | 16. Relapse Prevention and Personal Development  |

## Evaluation Methods

This research uses a mixed-methods approach of qualitative methodologies to measure the programme components and outcomes. The research instruments for this study were developed to capture the data associated with answering each of the research goals and objectives. The Lead Evaluator built the survey instruments, observation logs and interview guides after a review of existing evaluation tools for other domestic violence programmes. Ultimately, those tools were amended and pilot tested to ensure that they were culturally appropriate for the Grenadian context.

The primary study population is Grenadian men enrolled in the Man-to-Man Programme. Other research subjects included victims (partners of the participants), and also key stakeholders such as Magistrates, State Prosecutors, and Social Workers within Grenada Judicial Districts, Police Officers and Community Liaisons of the Grenada Royal Police Force. Additionally, programme information was gathered from staff and administrators of the Man to Man Programme.

The research team, which included the Lead Evaluator and a Research Assistant/Transcriber, collected the data, with support from LACC.

|  |  |
| --- | --- |
| Methods | Study Population |
| Cycle Nine, Ten and Twelve Participant Observations | PFP Male Participants  |
| PFP File Audit | PFP Male Participant Personal Folders |
| Stakeholder Interviews | Magistrates, State Prosecutors, Social Workers, Police Officers and LACC Staff |
| Life Narratives | PFP Male Participants |
| Follow-up Interviews | PFP Male Participants and Partners of PFP Partners |

## Limitations

There were some limitations related to these findings. Some of the data presented cannot be considered statistically valid due to the inconsistencies in the reporting among the intake and exit interviews. Furthermore, the evaluation processes assumed that the self-reporting among the PFP participants were accurate depictions of the programme. These potential limitations can only be confirmed with a track record of reporting complete data.

## Process Evaluation Results

In the following segments of this report, findings from Part One—Process Evaluation will be presented. Due to the Process Evaluation nature of Part One, the selected methods for this phase looked specifically at how LACC administers the Man-to-Man Programme as designated by the PFP model and consistently across cycle’s two (2)-eleven (11) that were completed by the time this evaluation began.

The programme elements and corresponding assessment tools are presented below.

|  |  |
| --- | --- |
| **Programme Elements** | **Assessment Tools** |
| * Participants
 | Participants’ profiles at intake and exit interviewsReview of participation levels (from progress notes)Attendance |
| * Programme Delivery
 | Monitoring process—participant interviewsEvaluator’s observationsFacilitators’ observationsReview of taped sessionsReview of programme products (designated assignments, exercises, forms, etc.)Participant Evaluation Assessments |
| * Programme Management
 | Interview LACC Staff Members—Programme Director; Programme Coordinator and Clinical Supervisor |

In summary, the following methods were employed:

* Review and audit approximately one hundred and twenty (120) participant files from cycles two (2) to eleven (11). The review focused on the participant files’ content to ensure that current policy documents were used, completed and stored appropriately.
* Conduct participant observations among cycles nine (9), and eleven (11). The observations were done after securing permission from the participants to observe and record their weekly sessions. The sessions’ discussions were then transcribed for analysis.
* Conduct semi-structured interviews with the Man-to-Man Programme staff. The discussions were limited to their programme management and perceptions of programme implementation.

During the Process Evaluation period (July - December 2010), LACC was undergoing an administrative transition in the PFP/Grenada programme because its initial Programme Coordinator was leaving and a new Coordinator was being recruited and trained. The Lead Evaluator encountered some delays in accessing information, but ensured the circumstances did not affect the validity and reliability of the evaluation. In a few instances, where some information and files were not available, follow-up review sessions were scheduled.

### Audit of Participant Files

The Lead Evaluator conducted an audit of the participants’ programme files in cycles two (2) -eleven (11) to assess the degree to which the managing agency, LACC, complied with the PFP model. The analysis focused on ensuring that the files were secured and kept confidentially, and that they contained the following completed documents:

* Intake interviews
* Exit interviews
* Progress Reports
* Personal Development Plans

This method is guided by the PFP Procedures and Protocol Manual, which details the responsibilities for each of the programme’s administrative staff:

* Programme Director’s responsibilities:
	+ - * Recruiting a programme coordinator, clinical supervisor and other administrative staff.
			* Recruiting facilitators.
			* Creating and implementing a programme manual where necessary
			* Providing overall administrative oversight for all aspects of the programme.
* Programme Coordinator’s responsibilities:
	+ Conducting intake interviews of participants.
	+ Ensuring the general updating of files and associated paperwork.
	+ Preparing client court reports and other reports as requested by the court.
	+ Monitoring facilitator and client attendance at sessions.
* Facilitators’ responsibilities:
* Ensure that all required forms, evaluations, etc. are completed before the end of the programme: i.e. personal development plans; attendance sheets; progress notes
* Meet with the clinical supervisor every week for feedback and to voice concerns.
* Complete progress notes at the end of each session.

Table 1 presents the audit findings:

Table 1

 Results of Participant File Audit for Cycles 2 - 11

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Cycles | Completed Files | Intake Interviews | Exit Interviews | Progress Reports | Personal Development Plan |
| Eleven  | 5/10 | 8/10 | 6/10 | 10/10 | 9/10 |
| Ten | 4/13 | 10/13 | 8/13 | 13/13 | 9/10 |
| Nine | 2/10 | 8/10 | 5/10 | 6/10 | 6/10 |
| Eight | 0/9 | 6/9 | 2/9 | 8/9 | 9/9 |
| Seven | 1/11 | 9/11 | 9/11 | 11/11 | 1/11 |
| Six | 6/8 | 6/8 | 7/8 | 8/8 | 8/8 |
| Five | 1/9 | 8/9 | 5/9 | 8/9 | 4/9 |
| Four (B) | 5/7 | 5/7 | 7/7 | 5/7 | 7/7 |
| Four (A) | 3/7 | 3/7 | 3/7 | 3/7 | 3/7 |
| Three | 7/13 | 13/13 | 8/13 | 12/13 | 12/13 |
| Two | 7/10 | 7/10 | 7/10 | 9/10 | 9/10 |
|  | (Range 0- 7) 38% | (Range 3-10)78% | (Range 2-9)63% | (Range 3-12)95% | (Range 3-12)72% |

Completed Files: Based on the review, only 38% of the audited files were completed. LACC assured the evaluator that all of the required documents had been completed but may not have been inserted into the personal folder at the time of this assessment. As a result, the reviewer has scheduled a follow-up review to the folders again. However, here are some of the initial findings among this initial audit:

Intake Interviews: Seventy-eight percent (78%) of the intake interviews were completed and on file. However, some items on the interview forms appeared to be invalid--that is the participant answers did not fit with the questions, e.g.:

Question: Who do you think is responsible for what happened?

Response: Yes

Question: Did you drink any alcohol today?

Response: No, I was incarcerated

Question: Relationship status?

Response: Not Married and Common Law Marriage were both selected

In other instances, some questions were unanswered, making it hard to determine if the question was asked, intentionally skipped or there was no response. Suggestions for improving the intake form are provided in the Appendix.

Exit Interviews: Sixty-three percent (63%) of the participants’ files had completed exit interviews. The discrepancies found among the intake interviews regarding the responses to questions were also common on the exits. Suggestions for improving the exit interview form are provided in the Appendix.

Progress Reports: Ninety-five percent (95%) of the files contained progress reports on file. However, many reports were sparsely filled with facilitator’s comments and notes. Since discovering this issue, LACC has improved this reporting which is noticeable enhanced among cycles-ten (10) and eleven (11) files.

Personal Development Plan: Seventy-two percent (72%) of the files contained completed Personal Development Plan. However, some of these plans were incomplete because this activity requires the PFP participants to complete it on their own. Due to the large amount of low literacy skills among the participants, it was a challenge for some men to complete. Among the observed cycles, many facilitators spent a considerable amount of time with several of these men writing responses for the PFP participants. In other instances, some men opted not to complete the form. The PFP participants’ low literacy levels are a major factor, which will be further explored in this reporting.

In summary, LACC made a clear attempt to implement and execute all of the components associated with processing men into the programme. However, there are some discrepancies on how the files are maintained and whether they are routinely audited to ensure that they are completed. These problems found during this audit, however do not discredit LACC’s clear attempt to administer the Man-to-Man Programme effectively.

### Programme Delivery

This segment focuses on LACC’s delivery of the PFP Programme among cycles two (2) - eleven (11). This segment of the assessment reviews how the programme materials and resources were distributed for each weekly session, as well as how facilitators were selected and retained to participate in each cycle.

During the initial years of PFP/Grenada, LACC offered the programme in Grenville, a commercial town located on the East coast in St. Andrew’s Parish. However, after cycle four, the programme was relocated to St. George’s, the country’s capital, where most PFP referrals were being made. Since then, the PFP cycles have been held at the LACC offices because it is located minutes away from the Magistrate courts and the town’s central bus station. Programme sessions are offered between 4PM—7PM on a mid-week day based on the consensus of the participants.

The average number of participants in a cycle is limited to approximately eight (8) to thirteen (13) men. LACC determined this average based on its space and the space being able to foster rapport and discussions among the men in each session. The group size is consistent with the PFP protocol that stipulates that the optimal size for a cycle is ten (10)—twelve (12) participants.

LACC usually waits for enough referrals to be processed before launching a new cycle, rather than setting specific dates. But there have been some drawbacks to this process because incoming PFP participants have to wait until a cycle reached its optimal size to begin. The waiting period averaged about three (3) months. In those circumstances, LACC has worked with the Magistrates to table the case until the PFP participant can begin the cycle. While waiting, the Courts may impose other conditions upon the offending men. So far, these steps and agreements with the Magistrate courts have not caused any major problems.

LACC has maintained a pool of facilitators from a trained group of individuals that participated in a two-day PFP Training of Trainers (TOT) session. The facilitators were invited to participate in the TOT sessions after they were carefully screened and determined that they had the skills to become excellent facilitators. For example, several of the invited facilitators were staff members from state machineries (e.g. Ministries of Social Development, Education, etc.). They have proved to be ideal because they had counseling and social services skills that they drew upon while facilitating a cycle.

Since 2005, there has been attrition among the facilitators’ pool, so the initial pool has been reduced to approximately six to eight (6 – 8) core facilitators from the initial fifteen who were trained. According to LACC, the **smaller pool of facilitators** has benefits such as:

* Strengthening their ability to practice and enhance their expertise—the probability of being a facilitator is higher among a smaller group, which strengthens their skills and knowledge of the curriculum;
* Higher receptivity and ownership for the programme and curriculum among the selected facilitators;
* Several of the pooled facilitators continue to be major players in the state machineries that have translated into strong state support for the Man-to-Man programme;
* Due to the relatively low salaries in Grenada, the facilitator’s monetary incentives are substantially helpful to facilitators that need the extra cash; and
* Ultimately, over time these facilitators have become expert facilitators.

Despite these benefits, there have been some disadvantages to maintaining a smaller pool of facilitators: 1) It has been difficult to identify and retain male facilitators; 2) the smaller group of facilitators requires more contact outside of the PFP/Grenada operations to be aware of any personal and professional changes in the facilitator’s lives that may affect their availability to serve.

In summary, LACC has shown that it has been able to deliver PFP/Grenada with its limited resources. It is clear that LACC constantly considers how to improve its programme delivery options in order to maximize the full potential of the Man-to-Man Programme.

### 3. Programme Management

The LACC’s programme management assessment focuses on the personnel, stakeholder relations and engagement strategies associated with PFP/Grenada administration. The findings are delineated by sub-headings below.

#### Personnel

LACC has staffed the Man-to-Man Programme with its existing Clinic’s personnel because of their already established work experiences with domestic violence issues. The LACC Director became the Programme Director; the Clinic’s Case Worker became the Programme Coordinator; and, the Psychotherapist became their Clinical Supervisor. This approach was the most cost-effective way for LACC to maximize its limited resources since its staff already possessed these required skills:

* Coordinator—Good management skills; interpersonal skills to work with the facilitators and PFP participants; knowledge and familiarity with the court systems; the ability to conduct training.
* Clinical Supervisor—Knowledge and experience with clinical supervision and psycho-educational curriculum; some exposure to the complexities of domestic violence; ability to assess and monitor facilitators.

LACC programme staff members were better suited to understand and deliver the PFP principles because they understood the cultural and psychosocial factors associated with violence in Grenadian communities. For example, these staff members could identify some of the underlying factors such as illiteracy, poverty, economics, family dynamics, history of violence that are associated with domestic violent issues.

#### Stakeholder Relations

It was clearly evident that LACC established and maintained excellent relations with government ministries including the Domestic Violence Unit in the Ministry of Social Development. In fact, the Domestic Violence Unit Coordinator and Child Welfare Officer are both trained expert facilitators. Overall, Man-to-Man has become a major social programme that supports the Ministry’s outreach portfolio. PFP/Grenada has become important to the Grenadian Government because it is the only intervention that focuses on domestic violence perpetrators. As a result, LACC’s government subvention has more than doubled since 2005 when PFP/Grenada was launched. Today, government representatives cite the Man-to-Man Programme as an important social programme and success among Grenadian communities. This partnership has also taught the Man-to-Man Programme Director a lesson learnt from this experience, “It is better for an NGO to have one signature programme that is effective rather than to have a large portfolio of programmes that are not adequately run.”

LACC’s strategy to build relationships with the Magistrate courts has translated into a steady flow of referrals from most of the judicial districts. Since 2005, LACC has been able to offer at least two cycles annually and has delivered a modified version in the country’s only prison. In 2010, the Man-to-Man programme expanded its impact when it began accepting referrals from the neighboring island of Carriacou. At least three to five Carriacou men have travelled every week into Grenada to participate in the programme.

#### Engagement Strategies

LACC has used two models of engagement to build and maintain its relations with the court systems for two reasons: 1) To garner referrals; and 2) To increase its visibility within Grenadian society. Those models are based on the Programme Coordinator’s capacities.

* First Model (2005—2010)

When the Man-to-Man Programme was launched, the initial Programme Coordinator was already associated with the courts focusing on family matters issues. Therefore, he continued his role and expanded his capacity within the courts to promote the Man-to-Man Programme as an alternative measure for cases that dealt with domestic violence. As the Coordinator, he was available to answer questions from the Magistrates, Social Workers and the State Prosecutors who were learning more about this new programme. In due time, they began to make referrals and incorporate the programme’s routine reporting to the courts.

* Second Model (2010—Present)

The current Programme Coordinator does not have the capacity to be available in all of the courts like his predecessor. Therefore, he maintains his presence in the St. George’s Courts where most referrals are usually made and but handed over the PFP advocacy to the court-appointed Social Workers and State Prosecutors in other magistrate courts outside of St. George’s. The Social Workers and State Prosecutors have been re-aligned into becoming PFP focal points when cases are presented in the courts. The Programme Coordinator maintains his connection with the Social Workers and State Prosecutors for special conditions and usually travels to the courts when presenting the final report to the Magistrate. LACC plans to offer a refresher meeting for the new State Prosecutor and Social Worker, so that they can be formally introduced to the Man-to-Man protocol and procedures.

Overall, these programme management operations have been successful. LACC has consistently focused on ensuring that stakeholders are engaged and aware of how the Man-to-Man programme functions. At the same time, they have maintained a steady flow of referrals to offer the programme at least twice a year. Over the years, they have also adjusted several measures to keep stakeholders involved, which have sustained the high level of awareness and support for the programme. The solid relationship between LACC, the Magistrate Court System and the Government has developed into meaningful partnership that works towards addressing domestic violence in Grenada.

## Conclusions and Recommendations

## The following discussion about the conclusions of this Process Evaluation is outlined by the relevant objectives:

##

**Objective One: Ensure that they have implemented the programme elements in accordance with PFP programme policies and procedures.**

The programme procedures conducted in the cycles reviewed demonstrated that LACC has established and maintained all of the PFP Protocols and Procedures as stipulated by the Programme’s model. A few examples include its ability to garner and retain the support of stakeholders in the Magistrate Courts, and Government Ministries as well as frontline workers such as State Prosecutors and Social Workers as advocates. The partnerships with those entities have made it easier for LACC to implement the PFP/Grenada during the last six (6) years. Its strategic attempt to retain some stakeholders as PFP facilitators is one of the ways it enhances its relationship with stakeholders. As a result, LACC and its partnership with several Grenadian government entities are considered the leaders in addressing domestic violence in Grenada.

Taking a closer look at the procedural and management of the programme, LACC has not compromised the PFP programme policies and procedures to recruit participants or administer the programme. Rather, LACC has been able to make subtle modifications to ensure that the policies and procedures are clearly articulated to all of the individuals affiliated with the programme. As a result, the stakeholders are able to explain the referral process to the PFP/Grenada.

**Objective Two: Ensure that programme tools and assessment materials are capturing the appropriate information.**

As noted before, LACC has tried to effectively follow all of the required PFP procedures and policies. However, there were some minimal discrepancies in the information in how some of the data is being captured by the programme tools. These issues did not compromise the integrity of delivering the curriculum to the enrolled participants but it might have created problems for LACC to effectively monitor its success. Some recommendations will be presented later in this report to help LACC reinforce some of the issues found in this objective. Nonetheless, LACC and its stakeholders illustrated that they understand the tools and assessment materials for its relevance to measuring the progress of the PFP participants. Thus, it is conclusive that LACC has worked with the tools and polices to protect PFP’s fidelity.

Despite the enormous success of LACC’s implementation of the Man-to-Man Programme, the agency has signaled some challenges that require some guidance and recommendations from the PFP expert group. The following observations and recommendations did not hinder the delivery of the Man-to-Man Programme but uncover several issues that should be addressed now in anticipation that they could emerge as part of a larger problem for PFP in other country programmes. These issues may require some adjustments to the PFP policies and procedures as an appropriate way to address the problem.

### Issues to be Addressed

Literacy: As noted before, the literacy levels among the participants to some extent impacted how they completed the assessment forms, as well as verbally articulate their thoughts at the end of each weekly session. Along with the evaluator, the Facilitators and Programme Coordinator have had concerns about this issue because it emerges in each cycle that has been offered. The literacy issue is defined as, the PFP participants having minimal skills to read, write and articulate their thoughts to complete weekly exercises, such as ‘I am becoming’ activity and weekly session evaluation activities. Such circumstances place increases facilitators’ responsibility to spend more time after every session to conduct one-on-one tutoring to help the men formulate their thoughts. This deficiency among the PFP participants raises questions about how much the PFP male participants are retaining. Therefore, it is recommended that the PFP expert group should consider developing alternative assessment strategies that are appropriate for lower literacy skills that can replace the existing steps to capture the assessment data from these PFP participants.

Intake and Exit Interview Forms: At times, it was hard to decipher or extract vital statistical from the intake and exit Interview forms due to missing data or data captured not matching the question. To alleviate this problem and reinforce capturing the current data from each participant, the evaluator is proposing the following PFP Participant Monitoring Profile template (See Appendix A). This monitoring profile template will enhance LACC’s programme operations in ways that should prompt the agency to conduct internal reviews of its personal files to ensure that they are all completed files and the data collected are accurate to the questions being asked.

In addition to monitoring profile template, a cycle monitoring list (See Appendix B) is also being proposed track when cycles are offered. These two templates can be used together to help LACC generate data outputs that can illustrate trends, patterns and characteristics within a cycle as well as across multiple cycles. LACC would have a more comprehensive assessment that can be inserted into its quarterly and annual reports.

There is also the issue of the noticeable skip patterns among the interview templates that limits the potential of the intake and exit interviews. First, some questions appear to be routinely missed. For example:

*How do these disagreements or agreements go? What usually happens?*

*When was the first time any physical violence occurred in your current or most recent relationship?*

These problems highlight that somehow the questions may not be asked in the most appropriate way or that location of the question in the interview scheme causes these questions to be left unanswered. There is a need to link these and other questions better into the overall flow of the interviews. A list of these and other questions are listed in the observed notes located in Appendix C.

Another fundamental issue about the interviews could be that the interviewers need to be trained in effective interview skills so that they can re-phrase or use probing techniques when questions appear to be difficult to answer. When using those techniques and no adequate responses are captured, then interviewers should insert their own observational notes on the interview forms. Their observational notes can contextualize the data about the PFP participant.

Re-offenses: It was quite clear that the PFP programme does not provide specific guidelines for defining and capturing data on former PFP participants that may have re-offended. Presently, LACC relies on its relations with its stakeholders to get ad hoc re-offense data. LACC has its own internal definition of a re-offense that found that among the one hundred and thirty six (136) men that have successfully completed the programme, only ten (10) men have re-offended. While this is an excellent discovery, the PFP needs to state what is defined as a re-offense and how to capture that data in its routine reporting and its relations with stakeholders that can provide this data. There are three possible scenarios of defining a re-offense:

1. A participant was ordered by the courts to participate but re-offended before programme began;
2. A participant completed the in-take interview process but re-offended before the first session was initiated; or
3. A participant completes the programme, re-offends but no charges were made to the police. However, the programme is aware of his actions

A clear definition will help LACC to navigate its information to continue to monitor the men after they have completed PFP/Grenada. The definition will also help stakeholders to identify and report when a former PFP participant has re-offended. This will create a more accurate way assess the impact of PFP/Grenada.

Emergency Communication Protocol: There is also a need to consider developing and adopting an emergency communication protocol for internal communications among the staff affiliated with PFP/Grenada. Although, LACC has good communication practices about its daily operations of the Man-to-Man programme, once the staff have left the office, there are no protocols to report any emergencies that occur outside of the office that could be related to a PFP cycle session. Based on observation and discussions with LACC staff members, there are some discrepancies about who, when and where that information should be shared among the staff. An emergency communication protocol would ensure that emergency information would be shared between the core programme staff such as the Clinical Supervisor, Facilitators and Programme Coordinator immediately and in a succinct way. For example, a PFP personnel has learned that one of the PFP participants has exhibited harmful behaviors outside of the cycle. The Clinical Supervisor should be immediately informed so that they can prepare the facilitators in anticipation that they will not be caught off guard if the issue emerges in the next weekly session. If the facilitators are unaware, the participant’s issue could haphazardly influence the group dynamics of the cycle. The emergency protocol should include a formal chain of command response to ensure that all relevant parties are informed within a specific time frame. The protocol would then also need required templates for the various reporting and communication steps and aspects being recommended as with any contingency planning

 Furthermore, this process will also ensure that LACC would have written documentation of the incident and action taken to protect its own integrity.

### Best Practices

This segment summarizes some of the observed best practices observed throughout the Part One—Process Evaluation analysis of LACC delivery of PFP Grenada:

* Ensuring essential skills among its core staff members. Those skills included the cultural competencies beyond knowledge about domestic violence and also understanding the cultural context;
* Maintaining a small pool of facilitators increases their chance to practice and improve their facilitation skills. These steps have helped facilitators to become experts of the curriculum and the programme;
* Strategically ensuring that state officials are trained facilitators;
* Sensitization meetings with key stakeholders (i.e. Domestic Violence Unit, social workers, state prosecutors, magistrates);
* Administering agency’s strategy of having one good programme rather than having multiple mediocre programmes;
* Having multiple strategies to recruit participants that especially utilize the state machineries; and
* Continuously considering improvement strategies

## Summary

This evaluative phase sought to measure the process outcomes of the programme among the completed cycles as of January 2011. In addition, it assessed how the programme components were introduced and implemented internally within LACC and to the stakeholders associated with PFP/Grenada. It also reviewed how the tools and assessment measures were capturing the data from the PFP participants.

Based on the interviews, file audits and participant observations, there were strong indicators that LACC made clear attempts to implement the programmatic requirements. In most instances, programme files were created for each participant, trained facilitators were available to administer each cycle, and most stakeholders were aware of PFP/Grenada as a rehabilitation option for domestic violence.

Early indicators from stakeholders interviews suggest that the programme to be extremely important to Grenadian society. They enthusiastically reported that the Man-to-Man Programme should be designated as a value-added intervention for the Caribbean because it addresses a major social issue, domestic violence especially from the perpetrator’s perspective. For example, state prosecutors and social workers are observing higher incidences of reporting domestic violence and identifying referrals for PFP/Grenada.

Finally, based on LACC’s own interpretation of re-offenses, one hundred and thirty six (136) men have successfully completed the programme and to their knowledge, only ten (10) men have re-offended.

Given these findings, it is clear that the Man-to-Man Programme in Grenada has become a major social intervention programme for men committing domestic violence. However, to maximize its potential and its sustainability especially, several administrative and coordination components need to be revised and routinely assessed. This evaluation project plans to continue looking at how to create those linkages to enhance and solidify the monitoring and evaluation structures of the programme to determine if PFP/Grenada is achieving the PFP ten (10) goals.

# V. RESULTS OF THE QUALITATIVE ANALYSIS

### Zuri Amuleru-Marshall, Ph.D. Angela Gomez, Ph.D. Shani Harris, Ph.D.

### Lead Evaluator Co-Evaluator Co-Evaluator

The qualitative data analyzed in this report was collected by Mr. Rohan Jeremiah during the evaluation process that took place between January 2010 and October 2011. The catalog of primary data included session recordings and transcripts, stakeholder interviews, and partner interviews. However, these data were not analyzed at that time. LACC and the funding agency, UN Women, issued a second contract specifically for the analysis of this extensive catalog of qualitative data.

While this report is primarily an assessment of the effectiveness of the Man to Man Violence Intervention Programme in achieving its stated goals, the session transcripts also provided insight into a critical component of the Process Evaluation, that is, curriculum delivery. Related to Goal One, Objective 1, this analysis was able to answer the question: Was the curriculum delivered as intended?

## Evaluation Goals and Objectives Addressed by the Qualitative Analysis

* Goal One: To assess the extent to which the lead implementing agency maintained programme fidelity.

Objective One: To ensure the programme was implemented in accordance with the Partnership for Peace programme model; and

* Goal Two: To assess the extent to which the participants achieved the programme goals.

Objective One: Participants can cite alternative behaviors and techniques that are not abusive or violent; and

Objective Two: Participants are attempting to use their newly acquired skills to avoid violence and conflict situations; and

More specifically, through analyses of the participant session transcripts, the victim interview transcripts, and the stakeholder interview transcripts, the following evaluation questions will be addressed:

Process Questions Related to Goal 1, Objective 1:

1. Was the curriculum delivered as intended?
	1. Did the facilitators cover the Key Messages for each session?
	2. What Key Messages were not covered?

Outcome Questions Related to Goal 2, Objectives 1 and 2

1. Is there evidence that the participants grasped the Key Messages for each session?
2. By the end of the curriculum, is there evidence that the following programme goals (proximal outcomes from the logic model) were met?
	1. Participants understand that violence is a choice
	2. Participants understand that they are responsible and accountable for their behaviors
	3. Participants understand the cost of violence to themselves, their partners, and society in general
	4. Participants have learned skills for addressing conflict and responding to stress
	5. Participants examine the origins of their violent behavior and seek to change
	6. Participants perceive the programme as valuable

Additional Questions

1. What programme recommendations were made from participants, victims, stakeholders?
2. Did participants, victims, or stakeholders raise any issues that were important to them but were beyond the scope of the programme?

This section of the Combined Report represents the results of the Qualitative Analysis, including programme outcomes, as well as an assessment of curriculum fidelity.

## METHODOLOGY

### Data Sources

The data sources that were analyzed in this study were collected during the original evaluation period and were provided by the contracting agency.

The sources included:

1. Transcripts of the Man to Man Programme sessions provided for the participants in the January 2010 cycle (lessons 3-8; 11-15). The session transcripts ranged from 7 to 49 pages, and the mean number of pages was 34.
2. Transcripts of the Man to Man Programme sessions provided for the participants in cycle 12 (lessons 2-15). The session transcripts ranged from 32 to 106 pages, and the mean number of pages was 59.
3. Transcripts of seven interviews with partners of programme participants. The transcripts ranged from 14 to 19 pages, and the mean number of pages was 16.
4. Transcripts of twelve interviews with selected stakeholders. The transcripts ranged from 15 to 32 pages, and the mean number of pages was 21.

Across all categories, a total of 1,687 pages of transcription were analyzed.

The source participants can be described as follows:

1. The programme participants were Grenadian men who had been adjudicated for domestic violence and who were given the opportunity to participate in the Man to Man Batterer Intervention Programme in lieu of incarceration. They were required to attend weekly sessions over a 16 week period, during which time the Partnership for Peace curriculum was presented by 2 co-facilitators (one male, one female). Two separate cohorts of participants were analyzed.
2. The partner interviews involved women whose partners had violated them and were participants in the Man to Man programme. Information on how they were selected was not available to the evaluation team.
3. The stakeholder interviews were conducted with persons in key positions within the institutional settings that have a role to play in the official response to domestic violence. The stakeholders’ positions included Chief Magistrate, Magistrates, Social Workers, Police Officers (Sergeant, Inspector, Constable), Barristers, Coordinator in Department of Gender/Family.

### 2. Data Analysis Methods

1. Data Organization
* The data were first organized into the 4 discrete sources: (1) 2010 Participant transcripts by curriculum session; (2) 2012 Participant transcripts by curriculum session; (3) Partner interview transcripts; and (4) Stakeholder interview transcripts.
* Each transcript was assigned a unique identification number.
* All transcripts were uploaded to Dedoose data analysis platform, the Computer Assisted/Aided Qualitative Data Analysis (CAQDAS) software that was used. The lead evaluator and the two analysts could access all of the data via Dedoose.
* Each analyst was assigned one of the two cohorts of Participants to review, code, and analyze. The lead evaluator analyzed the Stakeholder and the Partner transcripts.
* The organization of the data allowed each member of the evaluation team to view the coding done by all others, and to share insights.
1. Code Development
* The goals, objectives, and key messages of the curriculum sessions guided the development of the main/descriptive coding categories for the Participant data.
* A triangulation exercise was conducted among team members to determine the efficacy of the coding system, as well as the reliability of the code application by team members. The coding system was adjusted by consensus, when needed.
* Coding for the Partner and Stakeholder interviews was based on the content covered in the structured interviews.
* The Code Trees for the three data sources (participant, victim, stakeholder) can be found in the Appendices.

3. Code Application

* Codes were applied to selected excerpts from the transcripts in order to organize the data into emerging themes, patterns and trends and to identify congruencies as well as discrepancies among the various respondents.
* Knowledge, practices and attitudes were cross-cutting codes used throughout the analyses of the Participant sessions. These codes helped synthesize the data patterns into categories that might be useful in describing the effects of the Programme on the participants.

4. Data Triangulation

* The data were triangulated whenever possible. Triangulation is an analysis strategy that is designed to identify correspondence and corroboration of findings from multiple perspectives.
* The data were interrogated across methods, across data sources, and among analysts.
1. Data Methods
* The specific qualitative methods selected for use in this analysis were derived from several factors, including the condition of the transcribed data, the fit of the coding tree to the data, the meanings that emerged when the analysis was in process, and resource capacity related to time.
* Data were interpreted using multiple data analysis tools including classical content analysis, domain analysis, and constant comparison.
* Key Summative Excerpts are provided as evidence of the designated concepts, constructs and findings.

The evaluation team met via telephone and/or Skype conference at least once per week to review progress and share insights.

## STUDY LIMITATIONS

* The transcripts did not clearly identify each participant. It was, therefore, impossible to determine the participation levels or individual progress for each participant. The Facilitators prompted all participants to provide their input during recaps and session wrap-ups; however, the analysts could not confirm that each participant’s comments were represented in the transcriptions. As a result, it cannot be asserted that the opinions and perceptions captured in the transcripts reflect the views of all participants.
* The setting in which the data were collected might have prevent some participants from fully disclosing information they are not comfortable sharing with the entire class. Also, the more outspoken participants might have exerted more control over the discussions. There were instances in which the Facilitator would ask participants to not simply repeat what others had said and to offer their own insights. In those cases, corroboration among participants could not be assessed.
* Segments of some recordings were missing because the transcriber could not hear the comments, or there was noise, or multiple people were talking at the same time. This was noted on the transcripts.
* The time period available for data analysis was very limited.

## QUALITATIVE ANALYSIS RESULTS

The results are presented by data source:

* Participants – transcripts of curriculum sessions for both the 2010 and 2012 cohorts
* Victims – transcripts of victim interviews
* Stakeholders – transcripts of stakeholder interviews

Participants – transcripts of curriculum sessions

* Two cohorts, or cycles, of participants are included in this study. For the purposes of this report, they are referred to as cohort or cycle 2010, and cohort or cycle 2012. Having data from two implementation cycles allows comparison of the experiences of the participants and their perceptions about the programme. This also strengthens the validity and generalizability of the findings in relation to the goals and objectives of the programme.

* Transcripts of the curriculum sessions were provided to the evaluation team.
* For cycle 2010, 5 session transcripts were missing:
	+ Session 1: Orientation
	+ Session 2: Understanding and Managing Feelings, Part 1: Anger Management (a transcript was provided for session 2; however, it only included transcription of the Recap portion of the session and not the topic for the day)
	+ Session 9: Power and Control in Relationships
	+ Session 10: Sexuality, STI’s and HIV Prevention
	+ Session 16: Relapse Prevention and Personal Development.
* For cycle 2012, 2 session transcripts were missing:
	+ Session 1: Orientation
	+ Session 16: Relapse Prevention and Personal Development

Victims - transcripts of victim interviews

* Seven domestic violence victims whose partners were enrolled in the Man to Man programme were interviewed, using a structured interview format.
* Information regarding how these subjects were identified, selected, and accessed was not available to the evaluation team.

Stakeholders – transcripts of stakeholder interviews

* Twelve stakeholders were interviewed, using a structured interview format.
* Information regarding how these subjects were selected was not available to the evaluation team.
* The stakeholders were all affiliated with agencies or institutions with some level of involvement in domestic violence cases.

The presentation of results from the qualitative data includes Key Excerpts taken directly from the transcripts. These excerpts are provided as summative evidence of the outcomes, and there has been no attempt to shorten or curtail the text required to fully represent the designated findings.

The results for each data source are presented in the following tables:

* Tables 1-16 Participant Curriculum Transcripts by Session

Each of these tables includes the participant objectives that are expected to be covered in the session. This is followed by the findings and key excerpts from the 2 cohorts. If transcripts were not available, it is noted in the table.

* + Table 17 Victim Interviews

The table represents a summary of the findings, and associated excerpts, across all of the victim interviews.

* + Table 18 Stakeholder Interviews

The table represents a summary of the findings, and associated excerpts, across all of the stakeholder interviews.

1. PARTICIPANT CURRICULUM SESSIONS

RESULTS – KEY EXCERPTS

The transcripts were analyzed by session to determine if (1) the curriculum content was covered, (2) the participants grasped the key messages and main points of each lesson as evidenced by their expressed ideas and perceptions, (3) there were self-reported changes in their attitudes, behaviors, and practices, (4) there were indicators of program satisfaction, and (5) any unintended effects were evident.

Key excerpts from the two cohorts are presented as evidence of the findings.

##### ****Table 1****

##### ****Session 1****

|  |
| --- |
| SESSION 1: ORIENTATION - NO TRANSCRIPTS WERE PROVIDED FOR THIS SESSION |
|  Participant Objectives1. Recall at least three names of the persons present.2. State the mission and main goal of the Programme.3. Recall the rules and policies of the Programme.4. Formulate and practice strategies for showing respect.5. Discuss and define types of domestic violence. |

##### Table 2

##### Session 2 – Findings and Key Excerpts

|  |
| --- |
| SESSION 2: UNDERSTANDING AND MANAGING FEELINGS: PART 1 – ANGER MANAGEMENT |
| Participant Objectives1. State what anger is.2. Recognize anger as something they can control.3. Practice skills for managing anger. |
| **Key Excerpts****2012 Cohort Only; No Transcript for 2010 Cohort** |
| * The discussion began with participants describing what ‘anger’ meant to them. Anger was described a variety of ways, including feelings of vexation, a loss of control, rage, and hate. These feelings were then linked to situations that sparked anger. Reported situations included: female partners not meeting relationship expectations (e.g. cooking or cleaning), experiencing disrespect (at home, at work, or in public), having their personal problems made public by their partners, unfair treatment and nagging. Several participants also pinpointed communication style as a contributor to feelings of anger:

*““Yea, like ah say, it doh easy for me to get angry just like that you know. I don’t get angry for any and anything, if we have little argument, I done off with that and I just turn and I go, but when constant nagging me, nagging me, nagging me about that, that does make me.”**Ok, like sometime you know somebody talk to you personal business and one little mistake you go make, she go start to shout, yea she go start to shout and the minute time you tell her, we was just speaking you don’t have to get on just like dat…”**“I hate nagging.”** It was also suggested that noncompliance on the part of women partners or children led to anger. Anger was related to the following categories: women, work, money, and health. Examples included:

*“You home and your wife and your kids, and they say, I want you do that and you ain’t do it, ah make ah turn and ah come back and you ain’t do it…”**“Sometimes you have a family to feed and when you go home you can’t say, wife I ain’t have nothing to eat.”* *“Sometime you dey to work and de boss, sometime days you doh getting pay…everytime you say, I tired wid dat…”** Participants demonstrated an awareness of the cycle of violence, as well as strategies for reconciliation:

*“Sometime you and a friend might have a heart talk and another one may feel, what you saying now ain’t good, so then by talking two ah all you end up fighting, one end up two ah all you end up hitting one another, what, stupidness, so when one kill one for that, that time it done too late already.”**“I had this experience already, me and meh first girl, we had a tough, tough time and like twenty minutes after, ah coulda say come here girl, come and meet your man, you know. It does be nice you know, it does be nice.”** The group was able to describe the physiological experience of anger, describing the feeling as: increased heart rate, feeling anger in your face and eyes, a rushing feeling that shifts from foot to head, increased feelings of strength, trembling, and difficulty thinking clearly. The feelings described were intense and linked with a loss of control.

*“And ah can’t think, anytime ah tremble ah have to do it, ah can’t think.”**“Sometime ah can’t say anything, but once ah angry, my mind just lost.”**“I just, my mind, ah just lose control.”** There was some insight about in equalities in relationship expectations, with one participant stating*,*

 *“for relationship to be good the man should be helping the woman, it can’t be everything watching the woman doing everything in the house, you have to put a hand too to all yuh relationship.”** One comment showed insight about how some problem solving behaviors may exacerbate the conflict. For example, the practice of sleeping out at another woman’s house led to increased conflict, either in the primary relationship or in the secondary relationship. Other participants commented that this was often used as a punitive and threatening strategy.

*“You only creating more problems, because you sleeping out and you could say you sleep here, but she won’t believe that.”**“She go try to tell she self, ok, I have to listen to him, because anytime he get angry, he go go and sometime he go and he never come back, but you don’t know where he go and what he go and do.”** There was some discussion about using anger to motivate problem solving.

*“Well for me, based on what make me get angry, sometime I find somebody to help me solve the problem. Like I talk to a good friend and I get a positive answer so I stay.”**“…the simplest thing to do for me not to get angry, is to put on one particular song that I love. I play that song, I give them their attention and it seem as I in a different world for myself and I . . . like they are everything to me.”** Many participants described using “stuffing” as a means of avoiding conflict. When presented with issues, they elected to remain quiet or avoid discussing the issue.

*“I decide well, not going to say anything, I just keep on doing the same ting, just keep stuffing, ah not going to say nothing to her, because first time it had lead to an argument.”**“What I’m seeing is that it not making the relationship better by stuffing, it not helping me here.”** Attitudes towards anger management strategies were mixed. Some participants felt that taking a time out would not truly resolve the problem because it did not encourage communication between the parties. They also felt that the woman should bear responsibility for easing anger and would benefit from the same lessons that the men were learning:

*“I will say hey, I’m getting upset, I need to take a timeout because look what happen, and she could turn to tell you, you going because that’s your choice, that is not my business and I might stop to say, hey listen I’m sharing something here that I learn, I’m trying to get to you and she might just tell you, dat is not meh business, you could take all time out you want, when you come back here, is the same thing you gonna meet.”**“I said babes look, I will love to share what I learn with you, take time off and read it”**“For me, personally, ok me and meh wife have we little issues, I feel even though she have, you know, she could have come here”** There was an expressed belief that they could be empowered to control their anger and to reduce violence in their lives.

*“Well, I learn that in the cycle of explosion is something that you have control and that you have to be careful with because it’s like a never-ending something, something that goes on for a lifetime, once you in a relationship.”* |

#####

##### Table 3

##### Session 3 – Findings and Key Excerpts

| SESSION 3: UNDERSTANDING AND MANAGING FEELINGS: PART 2 – MANAGING LIFE’S TRANSITIONS |
| --- |
| Participant Objectives1. Identify the various life stages that humans pass through from birth to death.2. Understand the nature of normal life transitions.3. Recognize what happens at each stage.4. Identify for themselves what they learned at each stage.5. Recognize problems that might have occurred as they passed through various stages.6. Identify and employ techniques to enable them to successfully adjust to the various transitions of life and growth. |
| **KEY EXCERPTS** |
| * The discussion of the life cycle began with questions of past regrets. Several participants said that they regretted limiting their educational attainment:

*“I could go back and finish school to see what the outcome of my life will have been, instead now, not finishing school, not having a proper education, you know, kinda hold me back in life.”**“I does call myself a failure because ah figure ah doh achieve much yet.”** As the conversation continued, participants reviewed the different stages of life, the difficulty in transitioning from once cycle to the next, and the challenges that come with manhood and parenting. One participant suggested that being a man meant both being a father and having little control over experiencing sudden violence, and added,

*“All dem ting is challenge in a man life. So you see, there is a lot of things you go through.”** Parenting was a dominant theme in this discussion. Disagreement with parenting decisions was associated with verbal conflict between men and women. Those conflicts were great sources of tension for the participants, and they struggled with ways to manage those relationships for the sake of maintaining positive parenting relationships. Several men expressed disagreement over the use of physical punishment, either on their part or on the part of the mother.

*“sometime the mother so aggressive when you just take them she bawling, “oh, you taking dem and you going wid dem, first time ah see a father so.” So ah say, if ah joining with you to beat them up, I is a good father?”**“And with me, if I know that my daughter or my son in wrong and even though the mother or the father is so aggressive, first of all I could pull off the child, I could say, hey come here, I could say that you are wrong by what you done, but your mother is not right by the way she address it, so simply I would not remove the child from that phase here where I was wrong, neither condone with the mother to make an argument.”**“Um, being a step-parent is not ah easy road because okay like, I met you and you have children, and what happen if something wrong and ah try to correct, you know the parent is like, doh hit meh child.”** Participants exhibited insight about how their experiences at early stages in life may have contributed to their own violent behaviors. This acknowledgement of a longer view of the cycle of violence, and the acceptance that they were still empowered to choose exhibit different behaviors and break that cycle, was positive.

*“life is choices – choices that we make and part of it I used to fraid to talk, when I had done some things, I used to ‘fraid to talk to anybody and I would be open here to share it, one of the reasons that I am here is because of my father, my was that, now I could tell anyone, my father was that and I always used to pray and ask God not to become a victim of it and actually today while I was reading through, I found out that maybe sixty percent of children that become abusive is because they see it, they nurtured it and one of my way to deal with certain problems to me, is opening a book and write.”** In exploring the role of loss in their life, participants discussed losing positive intimate relationships and the confusion and regret they experienced as a result. Participants felt that learning from previous relationship experiences was bittersweet. Both a full appreciation for the relationship and a learning from the relationship came once the relationship was over.

*“You see, certain things have to happen for man to learn from certain things, and then certain things happen, then you learn, you see the true love after, if you understand what I’m saying.”** One participant suggested that a healthy way of managing this loss was to maintain some elements of the relationship.

*“My children mother is a lady I have respect for, I love her and things happen and we have separate, what I’m saying, we separate but we never done, in that case we always talking with one another, sharing our experience with one another, nothing personal – family wise, children wise.”**“I still thank God that we could understand each other and I wish men in a situation as me could avoid that, like some men used to say and ting, when dem and a woman finish, dem and children finish, everything and that’s bad. Very, very bad. I see it, and it happening all now and is not a good ting.”** Finally, the men acknowledged that there was a link between the messages they learned from their fathers and how they should engage their own children. The loss of their own fathers continued to be a source of pain and regret.

*“You have to share, family wise, as children, keep your children together, you and your madam must talk, but keep your children always, focus on your children, take them out and dey is way ah learn, and my father always tell me, never, ever leave your children undone for woman and I always keep my father, you see, that’s why I lost my father and I always could thing about him.”**“It was very difficult for me, in that not having a father to really talk to me and show me well, this is what life is about and for me coming,”** Attitudes expressed during the session focused on beliefs that it was possible to exhibit self-control and that it was important to control anger during the different stages of life. There was some acceptance of responsibility and accountability for past actions.

*“you know certain times where anger come in again, because you know certain times them things happen and you have to learn self control and to explore and to focus, you know. If men doh learn to focus and to control their anger, they go get problems.”**“men does get angry with they the fact that women do certain things but we trying to blame women based on we situation, we cause it on weself but if ah have a choice right about now as you say go right back to the time, I go back to the twenties and I will never look to (inaudible) again because the anger, that we have to learn to deal with and taking a time out is a good thing.”** Some felt that past actions were stigmatizing and questioned the possibility of escaping their past. The past seemed to reach into the future and taint new relationships.

*“ah realise that men that hit women it does not always finish in society, they always remind you of the things that you do, and always stay within your society, it doesn’t matter what step you try to take, what ladder you try to climb, you always try to tell somebody new that is in the society, you see he, twenty years ago, that man used to do that.”** However, this challenge was faced head-on, with one participant expressing his full acceptance of his past actions and the consequences of those actions:

*“It’s hard for society to accept you when you abuse a woman …I have to learn to accept what society saying, either there is two choices about it, either I bend my head to society or I walk with my head high to society, and I am being honest with you, I am willing to walk upright and face society and I am willing to accept the consequences for what I have done.”* This was important as that acceptance seemed to be key to truly moving on to new relationships. The programme was credited with fostering this ability. *“So not just that you are done, you violent to other women, but also the consequences you face and certain things that you have benefitted from like sessions like this that has helped you to realise that you need to be different, right so that if you enter into a relationship blindly in the sense of not letting the person or the situation that you describing can very well be something difficult you have to deal with, so a part of you developing yourself through what is shared here and so forth, we have to understand that there are a number of things in entering in to a relationship, you need to talk about.”** Along these same lines, participants expressed a desire to start anew, or to have a second chance. And in return for that second chance, participants described themselves as being ready to practice self-control and improve their relationships.

*“I interested for a second chance based on my situation, I will look to be a better man or a better boyfriend, better husband that be someone else but the present one, I will look to change my ways and try to upkeep myself and my self esteem, my anger and certain things in life that I never knew about and ah learning here. I will try my best to take it into practice.”**“if I know that I’ve messed up and I know that I had a good relationship, I would go back for it and accept that I was wrong and learn to deal with myself and thank God for what I’ve got.”** This path was not seen as easy and there were some who felt trepidation about their ability to truly change. For instance, one man expressed concern that he might bring violence into his next relationship. There was a fear of doing something wrong.

*“Well, I will try to change myself, you know, become a better person . . . . around what really happen and control my anger that time but basically I will try to work and stuff but it have some things like, people know you feel certain things like, let’s say if you hit her and she cuss and dem kinda ting, someting could happen in the house again, it could reach major, like a next fight or so. I have to scope out and think about it.”* |

##### Table 4

##### Session 4 – Findings and Key Excerpts

| SESSION 4: EFFECTIVE COMMUNICATION |
| --- |
| Participant Objectives1. State what is meant by good communication in relationships.2. List ways of achieving effective communication.3. Apply effective communication skills.4. Discuss how gender differences in communication can create problems. |
| **KEY EXCERPTS** |
| * Participants provided many of their insights to the discussion of communication and its many elements. Central to their discussion was this recognition stated by one of the participants,

*“In our relationship with our spouse if we had a [sic] effective communication from day one we would have never end up so. Am I correct? Because if you with your spouse and you communicate, you have effective communication to understand one another, then there should be no confrontation, in a sense. You understand what I’m saying?”** The importance of asking clarifying questions and its role in reducing conflict was discussed.

*“You ha to learn to explain yourself. Is not jus do this say exactly what you want done.”**“When you communicating, you also have to interpret the other person properly and if you don’t understand what they’re saying you ask clarifying questions so that you could understand where their coming from.”** Communication can prevent conflict based on how you speak, what you say, how you say it. Conversely, communication can create conflict if you communicate that you are not listening to the other party, communicating you don’t care or don’t respect what the person has to say. Active listening was presented as a means of effective communication. This included using your body to let the other party know that you were being attentive.

*“And she mus be feel ok dat ah rejeckin her and ah doh wah to talk to her because of certain tings and dem sometimes ah go come and she go say “doh bodda, you doh wah to lisen.”**“Is all how you express it. De tone of voice you use. Sometimes you talking to somebody and de tone you use you showing dem dat you doh really want to talk to dem.”* *“ You could use simple words that she will understand”.* *“Even though dey aint talking dey would see. How dey sitting inside de room dey, dey would keep an open ear, dey eyes trying to take in every word you say, dey taking it in. You understand. An looking deep into your eyes trying to see exactly what you are saying.”** As the participants explored the differences between speaking tones, one participant explained that some tones are more polite, others are more command-like, and that using a polite tone is often more effective. Another participant mentioned that the method of raising one’s voice to obtain a desired outcome

 *“…don’t work sometimes, you know because if we have our way of how we handle this situation we would have never been here, else we would have just walk away, take a five and then come back”.* * Another provided an example of the negative feelings resulting from poor communication and name calling,

*“You call me where I working, and that’s the worse thing you ever done. . . and you cussing, what de so and so, and you drinking, you come home and you tipsy and you can’t talk, you can’t say a word and then they call you all kind a macco (laughter from other respondents). You ashame [sic] to even walk out the road, you know”.** The participants identified some gender differences in terms of communication styles. Overall they felt that women tend to talk more with other women and to share their experiences with them more openly. In their opinion, males are more reserved when it comes to speaking about their problems and usually confide in a close friend. Also, men were thought to be more avoidant of seeking help when needed. Some differences were also related to mood. While moodiness was attributed to women, it was noted that mood influenced men’s receptiveness to communication as well.

*“Is it not also fair to say that men have moods too. Sometimes when I answer the phone I go jus cut the topic short. Alright lata, ah jus tell you wha ah have to tell you and your tone of voice turn me off one time.”**“You know, men tend to communicate with their power too you know”,* *“every man want to prove a point too”** While the importance of good communication was acknowledged, some comments placed the blame on their partners:

*“People have to learn to communicate in their relationship with each other, not just through the phone or when you all have sex.”**“Learn to trust each other and sit down and communicate and get each other to understand what one might be saying…”**“… most of us don’t have a good choice in ladies, you know we just pick up a lady down the road, she look good.”* *“Well I personally could change and bend but that other partner…”**“Some of these ladies can’t bend again, you know, they done grow already, they can’t bend”.**“Let me explain, in most cases, very seldom when you get home you don’t feel home, they way you will greet your wife or say, “how you spend your day”, very seldom they ask you that, very seldom the . . . . but how you look, if you work hard today, or I see stress on your face.”* *“I find that but some women are very much hasty, very hasty this is why I said it before and I say it again, my lady and several other ladies I hear a husband or boyfriend talk to her you know? I always say we must be able to exchange ideas without vexation. A lot of women cannot see it that way, they try to hostile you and think that this is really for betterment.”* |

##### Table 5

##### Session 5 – Findings and Key Excerpts

| SESSION 5: Conflict Resolution |
| --- |
| Participant Objectives1. Understand the nature of conflict.2. Recognize how conflict impacts their feelings and behaviors.3. Learn and practice new skills for resolving conflict effectively. |
| **KEY EXCERPTS** |
| * + Throughout the discussion of conflict, the participants offered their views in terms of their understanding of conflict and their understanding of ways to solve conflicting situation. Part of the discussion looked at whether conflict could be considered as having positive and negative effects. One participant stated,

*“Yea, well why I have to say whether it’s good or its bad it depends on the nature of the person or the nature of the matter”. Another participant, based on his personal experience and knowledge, suggested that allowing conflictive situations to get out of hand brought him to a better understanding of conflict. He stated, “Yeah one day, well me and my wife and I will try to push thing out of size. Well right now when I come to this meeting I get to understand, you know”.* * Another participant offered a more comprehensive description of the feelings that commonly engulf couples and that could be the source of conflict:

*“It is the way you feel. That is why you jealous. You afraid as persons in relationships, very often been territorial because they feel like in some way somebody else is closer to their partners than they are and that makes them feel insecure. That makes us feel insecure. Don’t let me say, “them”. If you are in a relationship with somebody who you consider very highly, supposed to be your partner and there is somebody who seems to know more about your partner is it for example. You and your partner not getting along, but this person come and their face lights up and they keeping some conversation and they cracking up”. In addition to the conflicts that are based on emotional insecurity, the participants also spoke about the conflicts that are financially based. As stated by one participant, “There are lots of ladies right now that providing more than man” and not all men and women are comfortable with this situation.* * In some cases, participants referred to skills learned from earlier sessions as guides to conflict resolution. One participant stated that asking clarifying questions helped to improve understanding and avoid conflict. Another offered:

*“I go just repeat one thing I learn from you, fair, is all about how you handle the situation, because everybody could get angry. It’s what you do with anger. Like yesterday evening I was in the park and two little boys was fighting and someone go to part them. The fella that go to part them start cursing and pulling one boy clothes and start shaking him and cursing. If I went to part before I came here, I would have done the same thing but then in a conflict you and I may be quarreling, I may just stop, listen you for a while and say that’s’ not working, that does not make sense, you speak first, I listen, then I give my views. If we not coming to an agreement here or one proper decision, then I will just ask if we could just leave it here for a next time.”** When considering the role of negotiating to reduce or resolve conflict, participants discussed ways to apply social skills to diffuse tension. For example, when discussing a hypothetical conflict with a neighbor, one participant suggests that offering the neighbor a drink prior to engaging in a difficult conversation will help to reduce anger and improve successful communication.

*“So then that’s why I say they in a competition with him. You have to bring a Flanka beer for him let he take a few shot. … So if you know they have certain ways…that go make him feel comfortable. People do things because of stress too.”**“…you have to mature and learn to accept your partner’s or your friend’s views and take it with an open mind.”** + Another suggestion for preventing conflict is by letting the past stay in the past. One respondent stated,

 *“Do not tell me anything about the past, say listen forget about the past, ok, you know the past had caused problem so let us forget”, he added that unfortunately, “they [women] wouldn’t forget it for Jesus Christ name they wouldn’t forget it, they keep telling you about it all the time”.* *“For me, it go make it difficult for me. Because I feel, if I tell you ok, I sorry for what happen move on and make a better life for ourself, our children and you always bringing back the past, we would never go forward.”** + Amidst a lengthy and comprehensive discussion of many of the sources of conflict, the participants offered insightful definitions of their understanding of conflict and ways to resolve it:

*“Yea well for me, conflict I think is just handling the best way to the solution and come to a equal and satisfying solution to the problem with you and your lover.”**“Conflict resolution is like controlling your temper, like various ways you could do emmh mind, body and soul into one and walk away before. Whilst try to work out trouble if you can. That is a lot to do with conflict resolution.”**“Conflict well for me is like two of us come to a misunderstanding and … two of us come to an understanding like you give her if she want to go there and just give her a chance let her go.”**“Conflict resolution is solving problem and keeping yourself away from trouble.”**“Means and ways to solve problems emmmh the resolution of conflicts based on you and your trusted partner and so. If you all decide to have confrontation, one have to decide to listen. That is the most important thing.”**“Conflict resolution is a form of discussion between two parties to solve some problem.”**“You know for me conflict, I think is just finding the best way to the solution, coming an equal, equal and satisfying ammh closure to the problem with you and your lover or anybody.”** Trust was identified as a major source of conflict in intimate relationships. Men’s trust for their partners, and vice-versa, was noted as contributing to conflictual interactions between partners.

*“…first-and-foremost you cannot have no trust, no confidence in a relationship why you bring it to all that far with that person and you know deep within that, me I ain’t trust her.”**“Women always want to make sure, I guess they calling not really about the kids, just to know where you at.”**“I’ll say, yes babes what you want. Don’t forget to pick up \_\_\_\_ later eh and sometimes I would say, I know you know \_\_\_\_\_\_\_ go come up just now or like you ain’t calling me to tell me that you know, you calling me to see where I am.”** The need to come to an accord to function as a unit was noted as important. This was particularly relevant in terms of parenting. The inability to influence parenting decisions was cited as leading to relationship conflict and general dissatisfaction:

*“So as parents I figure both of you all supposed to have a common understanding as to and if I am the father and I doing the duty as a father and I getting to have no say in the decision well I have to ask meself, why am I in that relationship?”** Challenges to effective conflict resolution included perceptions of resistance on the part of their partners when questions were presented for discussion.

*“To me anytime, for me if I decide to ask, I hear something going on…I ain’t know why you ask me that? Because I want an answer and anytime I hear, why you ask me that, conversation done. I mean you not interested to be in conversation with me, you don’t want to go through anything with me.”*Participants did not perceive these questions as efforts to seek clarification, but instead, they saw these questions as challenges to their efforts to resolve the conflict.* Participants reportwed a variety of ways that they addressed conflict, including accepting responsibility for their own role in arguments;; offering trust and respect, sharing power, and taking a time out. There was acknowledgement that, when taking atime out, communication was still important because the other party needs to understand why it is happening. Otherwise, it might be interpreted as avoidance.

*“Na, I wouldn’t stuff, I will go in a very nice way tell her it annoying, I having a headache. If she decide to bring an argument sometime I lay back or what, I take a tap out… Year I go and spend an hour and I come back and if I come back argument again, I go back and spend a next hour again until… Later on I come back, try to resolve the situation.”**“But as you said stuffing is not always right but if you look at it, it have its good about it. Because at the moment, you just leave things how it is, you walk out and you take you time and you come back, you switch off that situation.”**“I figure time out may be a better way to deal with the situation not just walking out and not addressing the problem… not just leave the house in chaos because you partner might just see you come in and you walk out and don’t know what really going on…”** + The participants provided examples of practices that generate conflict.

*“Boss, it could have a lotta lotta reasons for that, perhaps maybe he don’t like she friends so, it could be the money, it could be the gender role…”*  *“Well the man maybe say well he does go out sometimes and she dress to go out and he might not like, you know, probably he may get jealous, you know”* *“Sometimes some ladies might have a friend and the man just don’t like the friend. Sometimes is not that he know anything about her, is just her way he don’t like”, while another mentioned, “Way, she wetting shoe, the last time I was out de road, she ha me under wire, she come, oh.”*  *“…me and me wife and ting sometimes, I might try to push something and then push fire and then fire start, you know”**“The main thing I have to say is poor communication, besides that they just not communicating right, you know, the trust is . . .”**“I know is not money, you know but he try to keep her by taking her car keys, so that actually show she have the funds to go out ... He just definitely don’t want to go out for herself”.*  *“ I have go and bath and watch television. If I want leave and go by me uncle, way! She wetting shoe. The last time, I say I going down the road she hide all me underwear. I can’t go”.**“Well sometime you come home and you happy and nice and you decide you go wash the wares and when you turn your back they capsize all the wares off the sink that you wash like, to please them, like the wares not properly washed to please them so they wash it all over again, how you go feel?”**“Keep them home, let them stay home and see after the kids”.* One respondent disagreed with this attitude and stated, *“ Excuse me, eh I think it’s a very foolish way about a lot of our men, I tell you why. Now for instance, you might be in America or Canada working, ok? Your wife might be here, you don’t know what she doing, you don’t know! You don’t know how long she been speaking to this guy, you don’t know, but soon as you come now you wanna put restriction on her”.*  |

##### Table 6

##### Session 6 – Findings and Key Excerpts

| SESSION 6: Family History |
| --- |
| Participant Objectives1. Describe how their fathers’ behaviours (or other significant male figure) influence their own choices and behaviours.
2. Describe how their mothers’ behaviours (or significant female figure) influence their own expectations and behaviours toward their partners specifically, and women generally.
3. Discuss ways in which their partners’ mothers and fathers might have shaped their partners’ expectations and behaviours towards them (the participants).
 |
| **KEY EXCERPTS** |
| * Participants discussed the ways that their father’s reputation and behavior impacted their lives. One said that negative perceptions about his father led people to develop negative perceptions of him:

*“Nobody ever wanted their daughter to have anything to do with me because my father very terrible.”*The same participant admitted having similarly negative feelings about his father and wishes to avoid abusive interactions at his father’s hand.*“She say you don’t know that boy father. She say that boy father use to abuse he mother all out on the street and I was embarrassed. Ah being honest with you, very embarrassed. Then eh had a point in time when meh father was so abusive at certain times, if I was the age of the rest of children me mother have a cut out he head. Ah being frank with you. Ah sorry to be a victim of that. Ah never wanted to be part of that.”* Most importantly, this participant associated his father’s abusive behaviors with a desire to avoid “inheriting” similar behaviors. He regretted being associated with abusive actions and expressed a sense of hopelessness in terms of changing those perceptions:*“It doesn’t matter what strives may you try to make, people always remember you for the past things that you done.”** Violence by male family members was deemed to have a negative impact. Participants expressed dislike for those fathers, and discussed how they coped with those experiences. One participant discussed his experience with his grandfather and his own father’s unwillingness to intervene:

*“Me grandfather hardly he din like me because he always use to say he go kill me… eh had a lot ah hatred between me and he because He doh like me and I doh like him….The way he use to treat me. For no reason at all, if I, the man might be dey and if ah talk too loud he go get angry, he go beat me and when he beating me is* *not like belt, is lash, throw down on ground, and dem kinda ting. So when ah tell meh father about it, he never, he just, he just ignore me.”* Another participant shared that*“Yea well, my father...he does drink a lot and he like plenty women and ah realize dah happening to me. So most of the time dah happening to me”. When asked whether he considered that type of behavior to be beneficial for him he replied, “No, no, is not a good thing for me. So thy why I does try to ...most times you see...come straight from work ah go straight home. Ah stop, stop go out and thing. Because every emm every Saturday and thing ah used to be going party and thing. But right now..., for the year..., for the year... Ah doh go a party for the year. Ah try to...ah trying to stop. Ah trying to hold up on all this thing”.* * + In speaking about adopting their fathers’ violent behaviors, one participant commented,

 *“…well he used to beat me mother, now and again I does get angry and I does raise me hand”. And another one added, “ …my father used to beat my mother and he show me how to work hard. Ah find ah kind a moving in a pattern like him. Nah the working hard part, ah working hard, but ah raising me hand too”.* * Father’s absence was also noted to have a negative impact. Absent fathers were seen as unreliable and unable to provide necessary guidance and advice. They were regarded as sources of tangible, inconsistent support but were not providers of positive decision-making.

*“ah coulda count on him in that when ah needed a shoes well ah go say occasionally like carnival coming up, Christmas coming up or the new year, a pair ah shoes or a jersey to wear ah could look on him but then to say he supportive, to help me make positive decisions I could not have count on that.”* *“Me mother never tends to hide nothing from us because ah hardly see meh father.”** One participant questioned whether abuse at the hands of women was related to absent fathers.

*“Why when some fathers not around, some mothers tends to be abusive to their children.”* * Participants were able to see the association between an individuals upbringing, influences, and their own parenting style, provided a specific example:

*“So ah call out one of the children and ah say wha happen. he say ah playing mammy and daddy. Ah say yeah but…passing and cursing. He say but that is how mammy and daddy does do it.”* * One participant credited his partner’s positive relationship with her father as influencing his relationship with his partner. This influence was direct –

“*if there is a problem ah could go and talk to him*” and indirect – “*certain things that you know that has to be done she does it you know and I feel that is more from her father side*. *He teaching her to do things and so she had learn that from him*.”* Another participant discussed how positive fathering could contribute to positive adult relationships:

*“Ah believe… a females life, at a young age help her to understand life in general, speaking into which way, you know growing up, teaching her a lot of things helps her to be a better person later on in life because if she is close to her father, she loves her father she treats her father the way how he treats her when she grow up and she meet somebody she will picture that person to be her father in the sense that she will look to love that person that person ha to be, she looking for her father’s quality then.”** When discussing their attitudes towards women, participants expressed mixed feelings. In some cases, women were thought to be untrustworthy and were blamed for the situation that led to their participant in the programme. In other cases, women were viewed positively and were seen as equal to or superior to men in certain areas related to organization, raising children, and communication. The complexity of their attitudes towards women was clear and was reflected in their conflict with women.

In regards to trust, one participant stated:*“Some of us just keep that mentality in us that women not suppose to be trusted. Women not suppose to be telling the truth to. And between you and me it’s bad, it is very bad.”*Women were seen as being demanding, whereas men were thought to have one-dimensional needs from women:*“Women, doh more want from men than men want from woman. The only thing man want from woman you know is your vagina, and nothing else.”*Men were viewed as having a greater capacity for love by one participant:*“Well how, ah really check it, ah find, men have more love than women… Because when you check on a woman heart and you check on a man heart, boy you getting two of them and make a test, you go get more love in a man heart than a woman.”*Respect was expressed for women’s ability to bear children, keep a home clean and organized, and other qualities, including their ability to care and show concern for men.:*“Women stand for what they stand for. They believe in principle, respect. I know for sure they believe in that. You can’t disrespect a woman any and anywhere. A man will take certain things any and anywhere, but not a woman. And that is what ah love about woman. And that is something we as young men have to learn to say certain things to women at certain places, not any and anywhere we say certain things. And man, we always, for me I always cool and humble and I respect ladies to the fullest.”**“Well women is like everything because you grow up with your mom, your mom is very loving to you, very kind to you everything as fast as you growing up is mammy, mammy, mammy. (inaudible) So you pick up a girlfriend, way, mammy go comfort you, sometime the girlfriend does not comfort you so.”** Participants discussed the relationship between love and violence. Some associated violence with love, suggesting that without love there would be no violent conflicts. Others disagreed.

*“For me what bring me here is that am not controlling my ignorance. My jealous, and making meh hand longer than my foot… Man jealousy is love you know.”**“Well yes because sometimes you showing a woman how much you love her and she just can’t understand. So you end up coming here in a way like if you abuse you woman and most of all you inside here, all you just commit a wrong, all yuh woman doh want to hear all you. So by that all yuh use and all yuh abuse them and all you end up here. My way of coming inside here is because woman lie. We know one another.”**“That how you might see it as. But since ah living in this world, for the amount of love that turn to violence.”**Facilitator: Is that love or was that something else. Was love, Where does it change?**“Once it reach violence.”* *“If you love somebody why you can’t walk away?”**“For a man have a woman in he house and he ha to beat the woman to stay that not good. That is just control.”* *“Yeah, because if you love, if you love at least.”* *“If you love that woman so much and she want to go, let her go.”**“So, basically, if you have a family, you deal with your family in the proper way. You understand. You discus, you show love in situations.”** The participants discussed manhood and what defined being a man. Answers focused on responsibility for others, being a hard worker, an adherence to strong principles, creating a family, and achieving success. Manhood meant accepting that life may be difficult, but not using this as an excuse to avoid hard work and responsibility.

*“Ah figure being a man is when you get up from the past and keep your steady focus and standing firm for what you believe in. And continue making that achievement.”* *“And ah see being a man is hard work and you have to put your mind to it and as my brethren say by the choices you make and the decision you take, make you a man because after a time you tell youself, watch you see me, I feel like a man, I want to built me own place, I ha to close meh own door, you have to have your own responsibility.”**“Learning how to cater for the needs of your family. How to run your household, how to manage your money, and not just sit down on the side of the road and say well ah go drink a beers with the boys cause you know that is how it feel to be a man.”**“If you have children, or what, or you have a family, or you dey on your own or whatsoever, you know is making the right decision and doing the right ting.”*There was some differentiation between being male and being a man. Manhood was not seen as something inherent to all men. Your life experiences, upbringing, and personal principles were seen as contributors or detractors from the existence of manhood. *“A manhood is not in you. You just have a set way of life maybe how you grow up, doh care, anything happen, happen, you doh meddle you doh cater, you just doing thing crazy and being a man is responsibility, you know you take certain life and thing serious, you make certain decision which you say, you know, could make you comfortable to make your family happy, you know, so is why ah say now, decision is what you take, the choices you make and being a man is a good thing.”**“You go be a male, dey go call you a male, but to say man, to stand up.”*Being a father was not seen as just being biological. Father-figures, like stepfather’s, were seen as important if they fulfilled a positive parenting role.*“And everybody grow up as he is we father, but we know definitely he is not the father, but the way he treat them, the way he sit down and have fun together, we play, with meh father everything it does be good, it does work.”*Men were defined as being the leader of their homes: *“I think men more responsible than women because in a home most of the time is the man is the head and most of the things that take place in the home the man is the leader of all things.”*Some men were described as taking advantage of the role of leader:*“That is what they feel they could sit down in town and lime whole day, drink, smoke tell people all kinda hurtful things and then come home and take out all the rage on your wife or your girlfriend. That is a bad thing about man.”** + By the end of the discussion, some of the participants provided concise statements about what they had learned through this session that are very telling:

*“I learn that family history is a very, very important thing and we take it like… Because that could either be a good or bad. It is up to us to how we take it.”* *“Ah learn that the history of we of we emmm life, family life and how to go about it in the future”.**“Anyway ah learn about family history and the past, you understand, how you grow up...how you grow up, the way you teach your kids and in the future to come, if they have the same understanding and start to...and carry on. Its a very good lesson today because I understand I have a son and I think he go learn something about me, you understand, like I have one that have six months, right and he walk thing and if ah go up in Rosehill by his mother now and I go with a plastic bag, you understand, he know is he father that come”.**“For me, for me I is not an open person. I don’t like raising too much with people when ah say that I don’t like going back in their past and thing, but now ah sit down here, this evening I understand now that this is right to go back to family life, now well I’ll be an open person in that relationship”.* |

##### Table 7

##### Session 7 – Findings and Key Excerpts

| SESSION 7: Manhood |
| --- |
| Participant Objectives1. Cite beliefs about manhood and begin to identify stereotypes.
2. Discuss diversity of beliefs about how men should behave.
3. Discuss cultural stereotypes of manhood
4. See the relationship between gender stereotypes and unhealthy choices
5. Identify behaviours as appropriate or inappropriate for men
6. Make choices about changing belief systems and behaviours to improve their lives and relationships
7. Realize that changing stereotypes does not diminish their manhood
8. Examine how specific beliefs can lead to violent behaviour
9. Make healthier non violent choices
 |
| **KEY EXCERPTS** |
| * *What is a real man?*

Participants said that real men were respectful, trustworthy, effective and willing communicators, caring, strong, honest, responsible, reliable, loving, patient, and educated. *“He have a lot of patience, he have a lot of love for his children. All how they big now, they still could call him, and he they for them. And he’s a respected man through out.”* *“Being a man you have to exercise good judgment”.**“I learn being a man is loving and caring for your family, and doing the right thing, you know?”** Men were thought to have more difficult lives than women. They had to be tougher, were expected to protect and provide financially for their families, and had to control their emotions. These beliefs were cemented early on, often taught to the men by their fathers or male family members:

*“Me I go say the father, would encourage the boy to be, how we does say, you have to learn to be a man, you have to learn to protect your self.”**“Well for me I grow up tough, my father used to wrestle with me as me brother say you have to be hard, man have to be hard. You is man.”** The participants talked about some cultural practices associated with manhood that are not helping the new generation of men to become productive members of society and to achieve some level of self-fulfillment. For example, the men discussed how families tend to be stricter with girls than with boys. The comment provided by one of the participants reflects the negative effects of having lower expectations for young men than for young women:

*“Again, like I a high man in society, I have my son, he drinking, ah have me son and me daughter, he drinking he doh studying school, me daughter, ah sending she and to everything, she go go, but de son go drop out, he go want to drop out he ain’t go want to go. I go say ah wasting meh money on him”.** The men reported pressure to be successful. Or, as one participant noted, never failing was equated with being a real man. Strategies for success included not expressing feelings and behaving responsibly. Other reported that while failure may happen, it was important to always try to succeed:

*“He always strive, he always striving... To be a man you always strive, regardless that you fall, you always strive and you never give up.”** The strong, silent male stereotype was endorsed. Men who suppressed their emotions were admired. This was associated with early experiences, including those that were abusive:

*“Yea, I hold it back. Okay like, you know sometimes your father go beat you and “Doh cry they nah, cause you done doh get all the lash I did want to give you, if you cry I would give you more!”* *Facilitator 2: Have you ever been told big boys don’t cry, men don’t cry?**“yea”**Facilitator 2: And what what what, you held it back?**“For me when I had my first girlfriend, she left me, I cried. My brother was like “big man doh cry boy.” I say, “I doh know boy.” No you see, when you they in a relationship with someone and they disappoint you, it hurt you inside and you will cry.”* * This participant was first told by his father to suppress physical pain and later told by his brother to suppress emotional pain. Another participant summed up this belief:

*“You have to be able to hold your self like a man.”**Expectations of women** Women were seen as being raised to be softer than men. There were clear gender differences in the way the men were raised and this was reflected in their contemporary expectations for women. Women were expected to take care of the home but their participation in the workforce helped to ease the burden of being the sole provider. This created conflict in terms of womens roles.

*“Why when both of us working we still have to come sometimes according to the work we doing come home six, half past seven and we still have to looking for thing. Sometimes a man might still be depending on a woman here to provide the meal while he might stretch out and say, “ah work harder than you today, ah tired so I can sit back.”* *“In terms of getting a education and making their own way, like going out on the job market and that kind a thing, in that way, we lose it. Trust me a lot of young fellas drop out of school quite young and a lot of young women they go the extra mile, they go to college they get they degree and they working for triple times the money”. And as a result, “Right now woman rule things, right now woman is boss”.** *Gender and Violence*Gendered expectations were seen as contributing to partner violence. Interestingly, some viewed women as having a preference for aggressive men.

*“Some women like men that are aggressive in the home like to do stuff, get the job done, come back home, take care of their family.”**“That’s what cause some ah de violence, when the woman ain’t working and the man feel he could do what he want, well he feel he working and he controlling the money so he could do what he want”.**“sometimes the slightest time they might come up with a topic, and that man so aggressive and he leave that, he jump to conclusion all kind of things could happen from there. It have some women that like men like that, but thy is about my personal life and my ... that can’t come in front she door. ... ah learn from me mistakes ...”**“I think aggressive is a way of a man is easy to be a violent man. Because he have this kinda aggressive mood, I think a very calm man would see certain things and deal with the situation much more easier than an aggressive man.”** Violence was normalized, meaning that though participants admitted that interacting violently was negative, they provided reasons for the interaction and did not accept responsibility for changing those interactions. For example, one man suggested the violence was a useful tool in communicating his limits and creating a respectful culture in his home:

*“The reason why I when you discussing certain things with women, I mean as it says it’s not right but when…when certain things occur and you they in the situation and most of them they say when they they in the kitchen they does feel the heat. Sometimes you they in the kitchen, pot boiling, you just get a little burn; you ain’t fee the heat, sometimes even though the water hot. So when you they in the situation and you get a little burn, then you go realize that dah man serious.”*Another supported this idea:*“but there are some women that… if they doh get a little roughness in life they wouldn’t be under no man, in terms of, okay, as Romain was saying it have some women who like to call Pupintan and slow poke and them kind of thing. And if you don’t want to be like the first question being aggressive if you’re not… if you’re not aggressive towards certain women, they would not treat you in the way that, you know, some men would like to be treated like being the head of the home…”** Attitudes towards women were mixed. Several participants reported distrusting women. The role of the media in shaping views towards women was discussed. The men acknowledged that media depicted women as overly sexual and considered that this might influence the way that women dressed and behaved in public. Most expressed distaste for publicly displayed sexuality. They did feel conflicted about being attracted to women who were dressed in a sexual manner but not wanting their female partner to dress in the same way.

*“now my girlfriend is a young girl, when I pick her up she was in short pants and short skirt and stuff and during the course of becoming close I told her I don’t like those things, I don’t like how she dressing. Is that wrong for me to tell her how to dress?”* |

##### Table 8

##### Session 8 – Findings and Key Excerpts

| SESSION 8: Womanhood |
| --- |
| Participant Objectives1. Explore their personal beliefs of womanhood
2. Explore societal and cultural views of femininity/womanhood
3. Understand healthy views of womanhood.
 |
| **KEY EXCERPTS** |
| * Participants discussed views of womanhood, beginning with descriptions of women who they respected. Most identified mothers and grandmothers as respected figures in their lives. Interestingly, many participants described not growing up with their mothers but they maintained positive relationships with them that translated into general respect for those women.

Women were respected for their morals, their ability to care for and guide their families, for being sexually conservative, and for being hard working. Though care for men was desired, they also respected women who were able to care for themselves:*“She always hard working, she mostly single, she have one child, she have one, a daughter. She always working. I must say she very hard working. She buy a land, build a house.”**“Well she does listen to me and the things she do for me, she does always give me good advice, yeah.”**“Every evening, she walking and she carrying she load. She does work real hard, real hard. She … she alone, she ain’t have no friends, I don’t know how she living so but I does admire her for that because she never they in no trouble, nobody harassing her, she ain’t harassing anybody, she just minding she business.”**“for me is me grandmother who do a lot of things for me, everything and see after us like just like if she that make us, me grandmother. No mother.* *“I would say one lady I respect and admire is I don’t know she name and I doh know where she living but I always see her when I travelling in vehicle and thing, I does always see her. She always always walking, she don’t take ride, she doh take bus, she don’t take no transport, she always walking, she always by she self, I never see her talking with nobody yet. And she does look real nice, she always cool and she always studying she little joging she water or whatever. She ain’t harassing nobody, she ain’t ham bugging nobody and she just doing she thing. I does feel sorry for her ehh! But as they say she daughter dead in an accident so she does not be around people, she always by she self.”* *“Respect, I would say to treat women with respect because ah mean to say ah man supposed to have respect for his wife or woman you know what I mean”.** The participants talked about the cultural changes that are shaping social practices in terms of the way women are treated, particularly when they are abused. One participant stated in this regard,

*“As my friend say, in them days it didn’t have police coming in that, because I could remember when my mother getting real lash and she used to take she lash and cool it, I had that experience a lot of times”.** Another participant reflected distant reverence for a stranger. This admiration seemed to be based in fantasy:

*“There is a nice Indian girl who walking down that road, first time I see her, from the time I see she coming up ah they standing up for the time. So ah say let me stand up and admire and watch and I see she coming up, coming up and I walk behind her… Well only if I could have owned a wife just like how she look, you understand, it’s like that.”* When asked about using the term “own a wife” he responds:*“Own a wife, but not a wife like what sitting down here, not them type. One that quiet and could understand, she always smiling whether the rain fall, she smiling; whether the sun hot, she smiling. Them type of people, whether is doh have …to put in the pot, she smiling.”** Being able to keep a clean house and care for children was highly valued.
* Also, caring for men was also highly valued, whether through providing a place for them to live or giving them sound advice.

*“Because when the conversation, when it get nice she was no way when we young growing up, like mother, only grandmother. She get angry with that but nothing but the truth, you understand. So … because the part she had to play she never it so, I used to admire me grandmother.”** Men had less respect for women who reflected contemporary values related to sexuality, work, and family.

*“The women that is reigning now to the women in my youthful time is far different. Remember as a young teenager in them time when I was growing up they didn’t used to go around like how these youths doing now, they make children and children making children now, in our time a big woman just making a baby and she have to wear the proper uniform, now you seeing them children with belly out ah little piece ah thing quite here, no respect, no pride, them other times it had love it don’t have that no more”.**“Women now-a-days lose their morals.”**“So women then and now is totally different, so I always appreciate and respect them before, you know. But that is what they choose. Women choose and how you make your bed, so you lie. If you want respect, you got to show respect and I believe in that.”**“What we experiencing and the women that they out there now is a lot of young ladies right now that they put in the place, they just living their own life. Like they forget they have rules and regulations and that how their parents grow them up and things like that.”*The participants discussed women’s behavior during Carnival. Most felt women were inappropriately dressed during carnival. There were also concerns about the way women danced and the songs that they sang. Each of these acts caused the men to lose respect for women. *“I see a woman … I have some respect for her, have a nice job, passing the road dressed decent and during Carnival time, you see her jumping up naked. After Carnival pass and she play like she cutting style.”** One man said that his dislike for Carnival behavior was not based on a double standard. He did not participate in Carnival and thought that men were equally out of control and lacked self-respect during that time. Another participant suggested that the event purposely contributed to women’s degradation:

*“Carnival these days have no respect for women, no way what so ever. All them band and them making costume to degrade women to low standard because them little piece of clothes they want to sell for women and say well that is Carnival, that is no way to treat women. It is disrespect.”** The men acknowledged a link between their relationship with their parents and their attitudes towards women:

*“Me and my father had a very, very, very nice communication and am he always used to advice me. He never pick up a lazy woman, always pick up a woman that like to make garden, because my father was a farmer.”**“He used to tell me, look your mother leave me and go, this that, she go foreign and you not suppose to be getting on so.”*This negative view of his mother was reflected in his interaction with girls his own age:*“Because I used to fight a lot with girls, young girls, school girls. It have one time, a girl she talking and when she talking she spit coming on me like, so I end up squeezing her in she throat and thing. She mother come home, come and tell me father about it. I have to say sorry and think and I have to… I the feel I din wrong because I thinking when she move she could have spit on me again.”*His father’s advice supported a negative view of women and included little instruction related to more effective ways of communicating. Instead, his father suggested that women were generally negative and created expectations that interactions with women would be colored by that negativity. There was a general consensus that women used verbal assaults to ignite conflict, suggesting that they shared the burden for violence in their relationship. *“He used to always tell me about that, leave them let they do what they want to do, thy how they is, thy how women is. They like to threaten people and their mouth is their weapon. They can’t fight.”** Another man reported learning a similar message from his mother, and noted that his current behavior was influenced by those early messages:

*“She used to always say that my father is a mischief guy, always used to disrespect and beat her and she say certain things and certain times she couldn’t have take, she used to give real chat. So when I come and meet the same situation and they doh want to give it up and all what she say was true, she told me women strength is their mouth and especially when a woman know that she cannot beat her man, the easiest thing to tell him is what it takes to get at him.”** The participants recognized that in order to adapt to changing circumstances they had to learn new behaviors and develop a different attitude towards women. One participant highlighted the importance of the Programme in helping him adjust and acquire the self-control necessary for making this transition,

*“The fact that we are here in a group and we’re learning under the Man to Man Programme right, it bring a lot of strengthening in a lot of us vocabulary, you and your spouse might be sitting down and having a conversation and according to how she might race up your just watch her in she eyes your know you just chilling you know, you not making no big stuff you know and she want to know well when ah say something he do racing up, you go let the fool go ahead because she go remain as the fool you don’t really partaking in what she racing up to, she must calm down”.* |

##### Table 9

##### Session 9 – Findings and Key Excerpts by Cohort

| SESSION 9: Power and Control in Relationships |
| --- |
| Participant Objectives1. Identify tactics used to maintain power and control
2. Explore the interpersonal dynamics of power and control
3. Practice equal and respectful ways of relating
4. Accept responsibility for utilizing power and control tactics
5. Utilize non-threatening behaviour and non-violence in their interactions with others.
 |
| **KEY EXCERPTS****2010 Cohort Only; No Transcript for 2012 Cohort** |
| * The group discussed how men wielded power in relationships. This included controlling women’s coming and going and relationships with others, using jealously to justify actions, controlling access to money, and physically threatening women. For example,

*“It have relationships where the man, every time she pack to go, he stand up in the gap there…He sharpening his cutlass.”* * Emotional abuse was also discussed. It was noted that men also talked to women in ways that lowered their self-worth:

*“Ah call her whore and thing and all”**“Thy is the reason why certain times when you say using emotional abuse, let we say with words or what so ever like you say emm putting her down and making her feel bad about her self and so. Basically, like you what am saying, trying to make her self in a kind of control way, you understand to show her that you putting down your foot and thing because sometimes if you slack too much, they may take it in their opinion, your soft and so forth.”** The motivation behind this form of control was seen as low self-esteem on the part of the man. Feelings of unworthiness led to a desire to put someone else down for the purpose of making himself feel that they are above that person.

*“Like I feel disrespected here rather than saying okay, you have to put somebody down because you feel put down.”** A lack of trust and fears about losing the relationship were also associated with controlling behavior.

*“And that’s why most men does want to be in control. Because they don’t trust and they very afraid.”* *Facilitator 1: hold on hold on, he making a very important point here. Afraid to trust why?* *“Afraid to trust because some of them don’t even trust their self.”* *“Sometimes I does fraid to trust based on relationships before.”** Negative consequences associated with controlling behavior including losing their partner to another relationship and violence within the relationship. One participant suggested that women in controlling relationships felt powerless and without options.

*“And that woman decide that she isn’t taking his stupidness, she’s going, now he’s all alone sitting down in his house like thy is how my father used to handle mammy, why is it different to me now? You know with that mindset, how do you feel that…how would you think that he go, go and start off another relationship?”* * Sharing power was identified as a positive way of interacting in relationships. This included honoring the other’s wishes and communicating about disagreements non-violently. Those who reported engaging in these behaviors reported positive relationships.

*“By giving everybody an equal say in your relationship because their might be things that she might want to do and things you might want to do. And sometimes we feel …before we talk…we talk over it and exchange ideas and …And what-so-ever time she give you, she could desire it, I could desire it so thy equal relationship.”**“Relationships were meant to compliment and after going through certain errors in me life, there are a lot of things I can’t do as I used to do. I learn to cope with a lot of things. I enjoyed that topic today and men should give there spouse an equal chance and an equal say in a relationship.”*  |

#####

##### Table 10

##### Session 10 – Findings and Key Excerpts by Cohort

| SESSION 10: Sexuality, STIs and HIV Prevention |
| --- |
| Participant Objectives1. Define the terms sexual behaviour and sexuality.
2. Identify origins of sexual beliefs and attitudes.
3. Accept the different ways in which men and women may relate sexually.
4. Demonstrate ways to prevent violent sexual behaviour.
5. Identify negative consequences of some sexual behaviours.
6. Identify signs and symptoms of STIs.
7. Apply preventive precautions and valid treatments for STIs.
8. Demonstrate how to use a condom properly.
9. Practice new sexual decision making skills.
 |
| **KEY EXCERPTS****2012 Cohort Only; No Transcript for 2010 Cohort** |
| * Participants discussed different types of sexual interaction and the acceptability of those different behaviors. There was a brief discussion of sexual orientation. Participants expressed negative views of homosexual and bi-sexual behaviors. Homosexual acts between men were viewed as unnatural and same-sex sexual behaviors between women were viewed as wrong and confusing. There was more latitude extended to women, as evidenced by efforts to explain and understand their behaviors.

*“I was thinking like some of them stuff happen like heart broken so forth, like girlfriend lie, you know, then thing, she heart broke she girl friend or she close up friend, some of them is like, alright, I ain’t going they again, end up liking girl and them kind of way, trusting them more than man and they just develop into that like girls more than man.”* *“This thing with man to man and woman to woman, some of them might do it through experience but some of them might do it for the sake of money. “**“I afraid to say it. Man watching man, when you think man watching man hard, you think they want to fight, all the time they want you for… they want you. So ah mean them thing creating kind of controversy in the world today. For me I doh care about this…* * The participants discussed the role of the brain in sexual interactions and presented situations where their thoughts countered their physical desires. One example discussed fear and anxiety and the impact of those feelings on sex.

*“when your scared of something it go affect you because sometimes you and that person might be in the mood to make love and something just…you just get scared and you tell your self nah you go leave her to feel horny. The woman does get with you and sometimes you might …she might just end the relationship. “** Attitudes towards forced sex were very lenient with many participants reporting that women often say no when they want to have sex. They are thought to do this to preserve their appearance as “good women” or to test men. Many believed that wrestling with women and physically forcing them to have sex was a part of regular sexual interaction.

“*When a woman say no to sex she may not really mean it*.” * They felt that women were culturally bound to resistant behaviors. In other words, while women may want to engage in sex, they must resist sex in order to be perceived as a good, chaste woman. The act of force relieved them of the burden of refraining from sex without compromising their values. Refusing sex was seen as permitting the woman to test the man’s willingness to enter into a relationship with her. His efforts to understand her resistance indicated an interest beyond just sex.

*“Sometimes she go twist and turn, I don’t want that nah, but you get through. So she might feel more comfortable with you forcing her into it, than she just giving it up. Because she go tell she self, if I give up, I easy to get.”* *“But if he’s a man that just want to have sex with her, that’s all he after, sex and depends on what she up to, just pretending that, you know, that’s not what she really want; even if she really want to get into it, she also want a relationship, she trying…she just trying to protest, to see if he going to back down, to see if he is an understanding man, you know if he taking time to get to know her, you understand, things like that.”* *“I think when a woman says no… when she say no, she trying to test man. So go tell him no, he doh want to have sex. But it is that now sometimes… the man… the man… she say no she doh having sex, all the man have to do is just sit down there and wait on her.”**“it have some women now, that if you don’t wrestle with them they won’t give you nothing. I have to put up a tough fight in order to get the little thing.”** In discussing STIs, the following issues were presented. The men did not believe that sex with virgins could cure STIs. There was a also a discussion about signs of STIs in women. Though a bad smell was mentioned, it was agreed that odor was not always indicative of disease. A lesson in condom application was given and the men participated in a condom use demonstration. The Facilitator gave an extensive lecture on STI transmission, types of STIs, and symptoms of STIs. The men asked questions about types of STIs. One question regarding genital warts was not answered because the Facilitator said that she could not answer that type of question. It was unclear whether the question was deemed inappropriate or if the Facilitator felt she lacked the knowledge to provide a comprehensive answer. STI prevention was taught with the ABC method. One participant pointed out that being faithful to a partner did not mean that the partner was being faithful to you. He challenged the concept of reciprocal faithfulness stating

*“You’d have to follow them around every day.”*  |

##### Table 11

##### Session 11 – Findings and Key Excerpts by Cohort

| SESSION 11: Fatherhood and the Effects of Violence on Children |
| --- |
| Participant Objectives1. Discuss beliefs about fatherhood and identify their own positive and negative attributes
2. Analyze concepts of healthy parenting behaviour including discipline.
3. Examine their early experiences of conflict and violence and the effects on them.
4. State the stages of response. For example, would you have responded the same way to violence in your home whether you were 3 years old, 12 years old, or 18?
5. Recognize the indicators that their child may have problems.
6. Identify problems that their children may be having and practice, through role play, healthy parental coping responses.
7. Learn how to talk to their children about the violence.
8. Practice how to respond to certain scenarios by doing role plays
 |
| **KEY EXCERPTS** |
| * Participants shared a common knowledge of the meaning of fatherhood that included the following characteristics,

*“A father is somebody who have children. A father is somebody who own up to responsibility” and is someone who is “Supposed to be loving, caring, sharing”, and to “… teach them [children] right from wrong”, and “Show them how to care for people and make the right decision”.** Witnessing abusive relationships impacted plans for fatherhood. Several participants reported growing up in abusive households. As children, exposure to violence created anger, embarrassment, fear, and anxiety. Men who witnessed their mother’s being abused wished to avoid being abusive as fathers. But the cycle of violence was difficult to break:

*“Cause sometimes you don’t think same thing allu father doing but because of certain circumstances you end up on the same, it mightn’t be the same abuse as he used to abuse but is a bad sign.”** While overall participants recognized the effects of violence on children, those who had experienced home violence as children provided descriptive examples of their knowledge and what it meant for them. One participant described the violence as follows,

*“Me father used to beat me mother and if the ten of us sit down crying. What do you? You want something to cry? He beating all who cry, you know. All who cry he beating”.** In reflecting about their feelings about their father’s violence towards their mothers and the children, participants said

*“I get vex, I just leave the house and cry. After that I grow big and one day I confront him”.**“That used to make me feel real bad. I used to say boy, I don’t feel I could come out like me father. I don’t feel I could beat woman you know.”**“You know we start growing up and the boys and them, five of us, five boys so we come together and we say, we have to do something eh, time for he to stop that stupidness. My father he have to stop that. I had a bigger brother, one day he say, listen to me eh, I was he favorite…I go and talk to me father. I say let me talk to you, I say you see what you do Mammy last week dey, I don’t like it. So we asking you because she don’t feeling well.”** In terms of how the home violence made them feel in regards to how the community viewed them and responded to what was going on in their homes, one participant mentioned,

*“Everybody know. I don’t feel shame. Me is a little boy, me ain’t know what shame is. Nobody ain’t tell me nothing. I know everybody know. It come so regular. They expect it too. Nobody don’t have nothing to say”.** In discussing the role of the man as head of the household, participants discussed the complications created in blended families. The partner having children from another relationship was seen as leading to tension when the man tried to parent those children.

Problems related to parenting stepchildren included men feeling disrespected or challenged by male children. *“I din want to slap him so hard. I say have respect for me I a big man.”*Problems were also cited when the male brings children into a new relationship. One participant advised that a relationship would be unsustainable under those circumstances:*“When you meet up a woman and she hasty, you find that you can’t talk to her and she kids because if them children do wrong, leave me child alone, leave me last child alone. You know and it creating a problem so then you have, you cannot…all what you have to do em, excuse me language, take a little sex, cool youself…basically that’s how it go.”*Solutions to this challenge were presented by one participant who described mutual respect and open communication as being key:*“I will still say that the man is the head of the home because even though living in a house, it have to be based on the relationship you and the person have, the love, the understanding, the communication, the way allu plan out allu thing. That working, that working, doing certain things you know, and as a man, you having children, you having a girlfriend with children that is not yours and…still based on the relationship you know well \_\_\_\_\_\_\_ is my daughter, \_\_\_\_\_\_\_ is her son, \_\_\_\_\_\_\_ this is your stepfather, you have to show respect to him. Jane this is your stepmother, you cannot disrespect her, you have to show respect to her, whatsoever. No disrespecting whatsoever and we all come together and have a common understanding and relationship. It have no problem he is the head of the home.”*Another participant reflected on his own life to provide a positive example of parenting in blended families. He suggested that the actions of the man dictate the outcome and that it was possible to create a positive parenting experience with stepchildren:*“my mother have children wasn’t for my father and my brothers and them they respect my father and my father show them nuff love and respect. It’s like that’s they father because that’s the one who teach them and grow them up from birth.”* * Being a father was thought to create positive regard and respect in the community:

*“I think when you have children or child or whatever people does respect you when they see you, they way you take care of the child, bringing them out, having them close to you, people would look up to that.”**“The word father itself is a prestige”**“It does be nice because people look at you when you and you children moving through town. You know and sometimes ladies does be watching one another, ah that’s a father. You know sometimes you hear but you pretending that you don’t hear because you feeling so good.”** Feelings of pride were expressed, even when parenting from afar. Children’s view of the father, their desire to see him and talk to him created positive feelings:

*“I like to say I have two children in Grenville and I love like when I go and visit them,… You know and they love they father because like when weekend, Mammy call Daddy we want to talk to Daddy.”** One participant discussed the importance of consistency and reliability when parenting from a distance. This was seen as fostering a positive relationship and reducing disappointment in the children:

*“You know so is a big impact when children have a special love for father and fathers do what they supposed to do.”** Another participant added to the position that consistent presence was most important:

*“They seeing you for the weekend, they seeing you and you spending time with them. Take them out on the beach even though you have to buy one ice cream and share it between three of them or four of them and that’s a good thing. It have times I used to sit down and I cry is not because of sadness because the way I feel inside. Thing so bad and the mother accept what I bring for them if is little or nothing. I spend so much of a nice time with them and we dey together, I feel happy, I feel as if I could cry. So sometime money is not all.”** The following excerpts describe some of the men’s efforts to provide for their children.

*“Me personal, in my case and thing, I does go all out to support them. I bring the finance home. The schooling. I always send them to school, you know? I never let them stay home. I work and support them and I feel that’s the best thing”.**“Well I say for me to be honest for me, good. In all my children, I only have one little girl in school and all the rest of the children I take care of. I do everything, I cook. The only thing I don’t do is wash. Just as normal as if well, and I had them home”.**“No matter how big me sons are when they meet they want to ride my back. My daughter is just the same. That’s how our relationship are. Big as they are”.**“No I always listen paying attention to them. Sit down, especially on an evenings. I have my own workshop, while they there I have my little sanding to do. They take their sandpaper help me sand and we will talk, them will tell me what they want to tell me. I will talk to them man-to-man”.** Some participants acknowledged attempts to not fight in front of their children.

*“ You accustomed doing good and I doesn’t get nothing in return. Well at least before when I fight. The woman wanna fight with me and thing. Until I had to end the relationship because of the same children. I couldn’t stand them growing up and watching we fighting in front of them and so I just end it and maybe if I did continue with the relationship with the fight, I wouldn’t have been here. I wouldn’t have been here, we would have still been fighting”.** One of the participants who grew up in a violent home reported that after he confronted his father about his violent behaviors and demanded that he either leave or change his ways, his father recognized his error and gathered the children and said,

*“All you would never see me hit all you mother again. Since after that he never raise he hand and hit me mother. Never, never, never do it. Never do it”.** For others this meant not abandoning their children or allowing them to be subjected to situations they find inappropriate for their wellbeing. The following comment captures this feeling,

*“Sometimes think make you think and be a better man, especially when you have kids and then you got to be careful. A lot of people does say let me go and pick up a next woman. I ain’t grow up that way.* *Because something often think of is me son. Because once she reach to that road it’s obvious. The person might show 6 months and even a year, very good. The child might be flourishing but what about the next year or the seventh month? The child is going to feel it. I might neglect the child which I shouldn’t but things happen. The child didn’t work for that. So, I know if I do something wrong I’m blaming myself for whatever wrong. You understand what I’m saying? I don’t want my child to suffer. Woman have a tendency because they know you and then have a problem, they don’t care. They want to go in party by Bains, they drop the child off like a piece of cloth by this person”.* |

##### Table 12

##### Session 12 – Findings and Key Excerpts by Cohort

| SESSION 12: Stress Management and Trauma Recovery |
| --- |
| Participant Objectives1. Identify their individual reactions to stress.
2. Practice useful and positive coping skills.
3. Discuss the negative effects of maladaptive coping (e.g. violence, substance abuse).
 |
| **KEY EXCERPTS** |
| * Stress responses ranged from worry, feeling bothered by a problem that is difficult to solve, nervousness, excessive drinking, and even suicide. Making changes was noted to cause stress, even if those changes were positive. Stressful experiences included death of loved ones and being arrested without proper explanation.

*“You just dey and this thing just bothering you bothering you and you can’t get to solve it for yourself. Sometimes you might have to talk to somebody about your problem and they might be able to assist you in that, sometimes when you bother your mind that cannot deal with , because sometimes that just chip you off for the whole day and you day just spoil, you just stressed out about what happen, you just stressed.”**“You know what a guy did by me? He had a problem with he wife, ok? He couldn’t take it. He reach a stage that he couldn’t take it but he was smart, he was bright. He take a rope and you know what he do? He go on a paw paw tree… (laughter) So when he jump, the tree break so he get off! Why he didn’t go on a solid tree? (another participant: He wasn’t thinking clear.) …Na, the man bright. That man bright.”**“But being honest with you, I used to pray to dead. … yeah ah being honest with you, (inaudible) well of lately I learned and I was wrong because that time now ah questioning God.”**“like when the police did arrest me, and I d real stressed out with the police because the man tell me he just bringing me to asked me a few questions and the man just detain me one time and I was real stressed out with him.”**“the first one, ah see ah man get some stab, yeah”**“My father he died in the hospital and six months after that ah keep seeing him and it keep bothering me and bother ing me. It’s not a matter of the death but it’s like he just come back and I just seeing him, and then ah decide no ah have to move on from there. They say the man died just relax your self and after that I just keep courage and ah start to move on.**“ah had have a cousin and one morning that he drown out in the sea - we d going up the river and was fishing”* *“anytime I stressed out ah don’t want nothing ah don’t want no food. If ah go and bathe and go and sleep don’t bother me because way you see ah stressed out already.”** Coping with stress was difficult for many of the participants.

*“I can’t cope with stress, I don’t have any patient to deal with stress, stress is not for me because anytime something bother me ah does think and think negative… when I stress I does sweat I dose tremble.”**“If I had been in school 10 times that would ah been good I used t just drink, just drink just drink, ah didn’t used to tell people that, sometimes ah waking up and throwing up in the toilet bowl so, me head in the toilet bowl so”**“after that, ah can’t sleep, weeks, every night ah getting up ah can’t go outside in me own house ah have to shed curtain and peeking out”** Some recognized the value of social support.

*“I could not have stand on my own two feet during the hard times I was going through, somebody else helped me.”**“It makes you feel much better than thinking negative most time and if you have a good friend and you sit down and you talk and you say look how ah feel, look how ah feel about that situation and see if he could help you.”** Employing this strategy was difficult because, as one participant noted, cultural expectations for men interfered with help seeking behavior:

*“Society help make certain things the way that men not opening up or men or women not opening up to say how they feel because what ah learn fro small, men suppose to be big stone, fearless, men suppose to be iron, men suppose to be on top here and can withstand any condition, rain or storm take that because we are a big garbage bag, everything we get just take that and just rap it and hold that, but then that is not it, after everything that have so much tension does burst or explore after a while.”* |

#####

##### Table 13

##### Session 13 – Findings and Key Excerpts by Cohort

| SESSION 13: Substance Abuse Prevention |
| --- |
| Participant Objectives1. Recognize the relationship between substance abuse and violence.
2. Discuss the impact of substances on their lives.
3. Explore and see the impact of the lessons they learned about substances from their families of origin.
 |
| **KEY EXCERPTS** |
| *Alcohol and Violence** Many of the men reported that they behaved violently when drinking. Others described themselves as violent people and reported that alcohol had nothing to do with their behavior; it existed even when they were not drinking. This led to a debate about the impact of drinking on behavior.

*“I get angry after I drink already.”**“Serious you know, I don’t have no limits to drinking, I does just drink, I just freeing up myself, anybody try to bring violence, the closest thing to make me weak is a weapon, they going down, one time, I don’t even stopping to think, one time.”* *“Who me when ah drink ah lot of alcohol ah does look for fight boy, when ah drink too much alcohol is trouble down the road you know. When ah drink too much alcohol ah pushing you, and ah looking for you just to push me you know because ah drunk and ah looking for fight”.* *“Well for me all the times ah get in trouble is alcohol that do it, For me and a yeah had a little misunderstanding, so when I reach now ah see the guy and thing and because of the alcohol ah wasn’t afraid and then ah fall down in the drain and when ah bend down and shove me hand in me bag and ah look up the fella just dey looking at me, then he start to run and ah still run behind the fella, ah still run behind the guy but ah couldn’t make it cause ah loss ah lot of blood and is because the alcohol was in me head”.** One man suggested that drinking could have an opposite effect and used the example of being a given a drink after work to help cool down as an example of this effect.

*“When I drink I want to go home and sleep. Most time when I “high” and ah drink and thing and I see violence I does just move it I don’t staying around”, and added “Don’t blame it on alcohol man, stand up for your actions”.** Another blamed his partner for his behavior while he was drinking, suggesting that she picked fights with him when he went out drinking:

*“No, I don’t saying nothing, I they cool, but the first thing now some women go say, like when you living with them, something happen he go down the road look he coming up staggering, he coming home and make noise and before you could reach in front of the door, yeah you go and yeah, you go and drink you rum to come back, thing, thing, thing, what you expect I go do.”* * It was suggested that many men used drinking as an excuse to behave violently.

*“A lot of man what drunk and say they feel to go for their cutlass and when the police hold them, you say, I the drunk man.”**Learning to Abuse Alcohol** A family history of alcohol abuse was linked to alcohol abuse in the individual.

*“Yeah, it’s true, my father was a heavy drinker up to now, if you don’t take the looks you go take the habit.”**“Anytime I come out to work, big man working and I meet my father, he tell come for a drink, and I go the man give me a malt, I say me papa and I take two Carib and I go, a big man like me, he giving me that.”** For this participant, his father provided an example and directly encouraged him to drink.

*“I drinking ehh, I know I drinking but I know anybody violate, I know something go happen… You see because I does watch me father and how he does get on.”*Another participant was puzzled because his father did not drink, but he does.*“What I’m saying with my father I never ever see him put a glass in his mouth or even smell ah rum, so I asked myself how I started to drink”.** The influence to drink was present outside of families as well. One participant reflected that drinking could be learned in the same way that children learned violence from their parents – through observation:

*“Think about you and I sit down by the pasture drinking. There is ten kids by the pasture, six might be playing football and four might be watching, you know sometimes we might be kicking back to drink and we might be laughing and they might be wondering what type of fun we having while we drinking. So to them, what we showing there is happiness in that because we are laughing, so they might be, they watching us in the alcohol thing and you see me one day I go try that.”**Women and Alcohol** There was generally a negative attitude toward women who drink. The participants described women encouraging their daughters to drink, young girls dying from alcohol poisoning, the impact of alcohol on fetal development, and the impact of alcohol on sexual decision-making. One participant joked that a woman did not know who fathered her child because she was a heavy drinker at the time of becoming pregnant.

*“Yeah well, if is, if the mother is a alcoholic, when she com she sit down between three of we here we drinking… I go with her tonight, sometimes she and then you go with her tomorrow night.”**“Some young girls I know they have a little problem, the just say well ok, they go, go in a party you meet a two friend or two fellers, the fellers drink they thing and every body get moody, sometime she go with all of the and get breed and she don’t know who she breed for.”**Alcohol and Social Norms* * Drinking was common and was widely accepted. One suggested that social norms contributed to the prevalence of alcohol abuse. In the face of strong social norms related to drinking it was found to be difficult to socialize and not drink.

*“So drinking, it comes from lets say a norm. I don’t favor drinking; I’m being honest with you. And I fair here I could tell you I don’t like to drink, but sometimes just for the Christmas, I go just tell you I will drink, because after I step out of me house and I meet me friends, is automatically, I cant just sit down there and buy a bread and chicken by \_\_\_\_\_ and watch everybody.”**“Sometimes when you don’t drink you doesn’t feel the vibes, you doesn’t feel the music, you hae to take two”.**“ When I drink, I doesn’t want to go home is now party start for me, oui (laughter), way home! Anybody tell me that joke dey making, inno, is now party start rocking you know, when they tell me ah drunk, go home is more ah going and drink (laughter) like they teasing me, you know way! Not now.”** Another participant added that peers valued drinking more highly than other positive behaviors:

*“If when he meet he friends and them and he don’t drink and he start praying, how much look up he go get towards that, but when he start drinking they go look up as if they praying.”**Effects of Alcohol Abuse** One participant reported drinking it the morning to calm his nerves. But the practice of drinking excessively was seen as being harmful.

*“Well as they say when you drink it damage your lungs, your liver it make you get weak and you know, you does loose a part in life you does, you might loose your job, you might loose your pace because you know alcohol does start making you forgetting yourself.”** Participants summarized what they learned in this session.

*“I learn about to prevention of drinking alcohol that it is not good for our body and it can create different diseases so to refrain from it to live a longer life”.**“A lot of alcohol is most likely wouldn’t cause one to behave violent, and it is yourself”.**“Ah learn that people use alcohol as a reason to do a lot of bad things”.**“Well ah learn what alcohol do to the body and what it will do to the human being.”**“ Well today ah find out that alcohol don’t have no use, none at all”.**“ I learn a lot about cocaine and crack I never new about it before and its effect”.**“ I learn that at times people does use alcohol as an excuse to do what they want to do”.* |

##### Table 14

##### Session 14 – Findings and Key Excerpts by Cohort

| SESSION 14: DOMESTIC VIOLENCE AND THE LAW |
| --- |
| Participant Objectives 1. Have a general understanding of criminal law and the consequences when they breach same.
2. Have a general understanding of the operation of civil law, especially the

remedies available in domestic violence situations.1. Realize that they can take positive steps to rehabilitate themselves.
 |
| **KEY EXCERPTS** |
| * Participants were engaged in the discussion about criminal law. They asked to distinguish between extreme crimes (like murder) and more minor crimes. The Facilitator emphasized that both major and minor offences were considered crimes and could be prosecuted. There was disagreement about this as many offences were not perceived to be criminal:

*“ah don’t having slapping ah women when she disrespect you is criminal, but you see cutting off ah man neck, like bullying a little boy all that is criminal.”** Laws that countered personal or public opinion were viewed with skepticism. Some thought the laws countered God’s law (e.g. an eye for an eye). Others thought the laws were created in other countries and were being imposed upon their society.

*“alright so then you see how GOD make the law and we spoil it, man change it and put it to how they want in their favor.”** Child abuse laws were also seen as conflicting with a parent’s ability to manage and properly raise their children.

*“One of them call to say that young children that’s young girls praying to reach sixteen, they tell their mother bye bye now because when they sixteen, they free to do whatsoever they want, and the police was saying that was wrong and one caller called and say that why when a parent beat their child or correct their child in the way they sure, the police stepping in. and between me and you, I go through that process, beating, in today’s world you call it abuse.”**“The thing that I am getting at here now, is if there is a law implemented for abuse right, the abuse will only count from parents to their children, the abuse count right around, it’s like a cycle, like precipitation like that rain cycle it goes right around, it is occurring and occurring and occurring and I feel that we are not dealing with it at the right procedure, we are not taking the right measures to deal with it because I wouldn’t like that and ah does struggle with me daughter from year one and when she reach sixteen and she in school and she get to know, or have a brief idea about the law and I see her heading down the drain with certain things and I trying to correct her, the law implementing that I am not supposed to dealing with that situation that way, then social worker step in and they say well you’re not fit to guide your child, they take her they send her into ah home.”** Participants discussed the definition of domestic violence, including financial abuse. Participants asked the Facilitator to elaborate on the meaning of financial abuse and provided personal examples to show their understanding of its meaning. This led to a discussion of the occupancy order laws and how they temporarily superseded property rights. Some felt that women used the laws related to restraining orders to exercise their negative feelings rather than to seek true safety.

*“Yes I understand but it not supposed to be, that is my property, if they want to put me on a restraining order let she find some place to go.”**“And some women does come with this defensive thing, that they don’t have nowhere to go with the child.”** Participants discussed the judicial process and noted irregularities and perceived bias against men. Men felt that women could behave violently towards them without equal reprimand. There was confusion about the apparent vagueness of restraining orders. They seemed designed to separate the parties but had no recourse if the victim did not enforce the separation. This was viewed with skepticism and fear because it put men in a vulnerable position. Interacting with the woman could be viewed as illegal, despite her willingness to interact.

*“When the Magistrate tell me about the restraining order, I turn around and tell her with due respect miss, ah say that goes to the lady too? She tell me don’t (inaudible 1:8:48) and I find that was very disrespectful to me from her, because what ah saying if ah dey on ah restraining order and ah not supposed to be at a certain place, she will meet me and harass me, so ah say so that goes to her too?”**“What I’m gathering here as far as I’m listening, when you make a statement to the police, careless of what grounds, I am here, I make a statement, the other party make a statement, but she never attend court I had to attend court, that’s why they send me here. Based on the evidence they give, right now I’m feeling the doubt is for the man to stay behind, the woman getting everything. We have to come here, spend money, who from Carraicou coming down, is a burden on the person pocket and the lady and them just happy and dry.”**“For what I gather and what I see, my difference is that, the woman has to go on a programme too. Like with me and she, like she win and then I have to go on this programme and she ain’t have to go nowhere. Is like two of us have to go on a programme.”** The Facilitator suggested that the appeal process was an appropriate way to address unfair treatment. But one participant found this solution lacking:

*“If the individual that send that remand, if he don’t have the finance to get a lawyer, what he supposed to do.”** Participants expressed ignorance to the current laws and expressed a desire to learn more.

*“Some of the things that is brought out by the law is what they want the locals to know about as I say I wish somewhere somehow in the future, you all could get ah break through, as you say it might be volunteered, to let people know what ah mean, it don’t have to reach in that situation, we being here, let people know something.”**“You see I ain’t know much about the law so, you see when you don’t know about the law too, when you hear certain things for the first time its kind of confusing…”** Some men accepted responsibility for their actions and accepted the consequences, legal and otherwise.

*“De whole message I am trying to get here she is a victim, I am here paying the consequences for what I have done as I said which I truly accept as I said. One of my short example was I put my hand in de fire. I get burn. I am taking care of my wound to heal it up.”* |

##### Table 15

##### Session 15 – Findings and Key Excerpts by Cohort

| SESSION 15: SPIRITUALITY AND CULTURE |
| --- |
| Participant Objectives1. Differentiate between spirituality and religion.
2. Identify some traditional views of “woman”, as given by the major religions in the Caribbean.
3. Identify whether various religious views may influence our approaches to violence.
4. Identify spiritual practices that can be used to help become and remain violence-free.
 |
| **KEY EXCERPTS** |
| * Initially, some participants struggled to distinguish between spirituality and religion.

*“I don’t find there is a difference between spirituality and religion and Christianity because once you are a Christian and spirituality, I figure that is one unit, because if you are not a Christian, what sort of spirituality you, what you going to tell a man? I find being spirituality, or more or less come from parents or being a child of God and you a Christian.”** They did acknowledge that the practice of religion differed between people. Not all Christians practiced their religion. These same people would still describe themselves as spiritual:

*“They have some people, they don’t go to church but they say, “ah feel the spirit””**“Its all how people look at spirituality and Christianity because your level or your relationship with God, you could say well, how you walk, how you, Ms. \_\_\_ been to church, you talk about Christ, you start to preach everyday he might go to church once or twice or hear you preach once or twice and his belief towards me and you might bring me closer to Christ with His hand stretch out than me.”**“So spirituality is saying that they more closer than Christianity.”** Participants noted that being a Christian was supposed to bring with it a certain moral standard for behavior. In practice, many Christians did not meet this standard.

*“Well, you mother always used to preach the sex before marriage part, the same violence ting, doh lash woman, doh put your hand on nobody girl child. From day one”.**“I find it better so, it better to grow children the proper way, Christian life, you understand? because mommy and daddy going to church and they would bring the children, and they will teach the children, look what is wrong, what is right and encourage them, even though they fall on the way, still encourage them, so I feel dats a good ting.”**“Certain rules, like the Commandments, so you know what is wrong from what is right, so it help you. You can’t kill nobody and ting, that is wrong, so the religion helping you to be a better person.”**“By you going to church, by you sitting down in church the level of spirituality or your level of Godliness or your spiritual interaction suppose to come closer, the things that we learn here we suppose to take it out on a height, we suppose to say no to violence.”** Praying for forgiveness after behaving immorally was viewed as evidence of the conflict between an expressed religious belief and actual practice. This suggested that religion did not guide behavior.

*“Just as how people might pray and ask Christ for forgiveness, everyday they doing one set ah wrong thing and they still asking God for forgiveness, why should you do wrong things and then asking God for forgiveness.”* * Participants discussed the act of forgiveness in the context of religion and provided examples of how this improved formerly contentious relationships. This was not always easy but was viewed as beneficial.

*“Is like you freeing up your mind and your conscience, just putting all the evil behind, I won’t do this and do that, I just making it worst, you could forgive the person now and stay on a positive track instead you try to go into violence.”**Family influence on beliefs** Participants considered how family upbringing influenced their religious principles. Some felt that there was a strong influence from the family. Others felt that once children grew they made independent decisions:

*“When you get big, you oar your own boat.”** Religion was thought to influence gender relations. Biblical principles were thought to favor men. Further, these principles were perceived as being related to power and control.

*“It give man a advantage over the woman, kinda boss to control the home, to me.”** But some participants countered this notion, stating that things are changing and that religion did not support bullying but, instead, promoted equality.

*“He doesn’t give one that He send message the authority or the right to bully no one and the Bible never speak about anybody that God send, ah figure the Bible more or less speak equality and more or less talk about share . . . . ah mean, it have, it talk about both negative and positive, but at least, it doh give no one the right to have no big set of dominion over anybody, so ah doh find Christianity or religion show anything on equality.”**“Both sex work right now, so is not really the man way providing anymore, is more equality”. Combining the cultural and religious traditions a participant commented that “In bible times that is where they say a man shall leave his mother house and go in unto his wife and he shall be the head of the house, right. Right now, them young girls taking over ting, that is why it have so much of problem right now”.**“ No, well because she feel well, you suppose to be the man, when ah see they have the house, well she figure she might be making a little money a month, they say well ah going out tonight, well I can’t question she and say well last week you go out, you go out for the whole week already, now is tonight you home, he might have plans to bring she somewhere else, go with you gyal you can tell me to stay home, go with you whatever, ah spending me own money, she pick up me children and she go, that is just one ah it”.**“I still do what I have to do, another thing is that I’m not really in a good job right now and my wife working and she is taking care of the kids for school and stuff like that, so honestly I’ll say both take responsibility”.** Practicing religion as a form of coping was discussed. Strategies included meditation, contemplation, and prayer. These practices were presented as being therapeutic. Participants reported using prayer to cope with difficult life experiences:

*“A lot of um, certain things in life, you know what I mean, you have problems and ting, I pray and as you say, and the result. I see a lot of result.”**“I get good results from praying because up to Friday gone, I was facing kinda terrible time and up to, normally I love to read, I love to read the Bible and I love to pray, but sometimes as human nature we fall short because we weak and I was praying to God to ask him for the deliverance and hope that things would be better for me, because I would ask him what turn next, in less than 24 hours I receive two hundred dollars ..I said I was losing faith, because the first thing for me was to say, ‘what next?’ you know, with just no hope.. I refused to pray at the moment because I was feeling so devastated. To be honest with you I encounter that Friday, and by Saturday, before 5 o’clock I receive that and I could say I could give God thanks.”**“Ask God for little mercy and all the stress does go from you. I experience that, it have times I dey and ah stressed out, nobody can’t talk to me, and I say, “why worry when you could pray”**“I used to pray as a medication.”** The regular practice of prayer was deemed important.

*“If you don’t practice to prayer, if you use it as a more or less, daily practice, you can’t go and just praying just so, and is your level of spirituality alone.”** Participants also reported reading the Bible for guidance and understanding. Reading the bible also contributed to controlling anger and committing to non-violence.

*“when I read certain things in the Bible it does kinda shiver me, because it have times, it have a lot of things in the Bible you tell yourself you know, and when you go through the Bible, you getting it different, based on what you do during the weeks, or months and you go in the Bible and is like.”**“I love Proverbs. Before somebody say something I was quick to answer, but lately I found they said that you know, a harsh word stir up more anger and a soft word turneth away wrath, so it kinda click me for a while to see what that mean,”* |

##### Table 16

##### Session 16 – Findings and Key Excerpts by Cohort

|  |
| --- |
| SESSION 16: Relapse Prevention and Personal Development - NO TRANSCRIPTS WERE PROVIDED FOR THIS SESSION |
| Participant Objectives1. Participants will have a thorough understanding of the main themes of the course
2. Participants will understand the principles of relapse prevention
3. Participants will design and commit to a relapse prevention plan
4. Participants will understand the principles of the Personal Development Plan
5. Participants will design and commit to a Personal Development Plan
6. Participants and facilitators will have a sense of closure
 |

2. VICTIM INTERVIEWS (N=7)

RESULTS – KEY EXCERPTS

**Descriptors:**

1. Age of Victims: range 21-30; mean age 25
2. Age of Partners: range 22-35; mean age 28
3. Number of children: range 1-5; mean 3
4. Educational level: 1 primary school only

1 some secondary school

3 some college

2 no information

1. Employment: 2 unemployed; 4 employed ; 1 no information

##### Table 17

**VICTIM INTERVIEWS (N=7)**

**Findings and Key Summative Excerpts**

|  |
| --- |
| **Recommend Programme?*** Overall, the victims indicated that they would recommend the programme to others. Even those who said that they saw no changes in their partners still recommended the programme. Perhaps they still hoped for change.

*“Because I realize that women in Grenada here, men takes advantage especially women who being honest, true and kind. All how the man beat them they still doing there best to make sure they not hurt or they ok. These men just taking advantage because they don’t value these women and am one and am going through it, yes... My boyfriend is not really working to say working but I try my best to help him in situations in which I could help him in and it’s like all that am doing is like just giving and just getting bad treatment in return. So women out there, I feel it a lot for them, a lot, a lot, a lot.”* *“because I see the changes with my partner. I see all the changes what happening to him. So I would like if it have any other young girls going through that same thing like what I been going through, I would like them to …**Interviewer: experience that**Respondent: the programme, yea”**“because it is a good thing and you can’t be just sitting there and man just abusing you and you not saying anything. So it’s a good programme.”* |
| **Want to be involved in the programme process with their partners?*** Generally, the victims expressed an interest in being involved in the process, most specifically, learning what the men were learning.

*“yes, you know when he used to go in the programme, I the used to want to go because it had a time I go down in Grenada with him and he tell me I can’t come, I have to stay. And I was kind of vex because I did want to go and like sit down and listen what they used to talk about.”* “*he didn’t share it for me … when I talk to him about it, he tell me he doesn’t want to talk about it. But I take on my own and read the fliers.”**“he used to read out the paper and he go tell me what I think. Like what is my decision about the paper and then I go ask him what he think. And then I might give him an answer and he wouldn’t like the answer, he go say that is between two of us, two of us views and you know thing like that.”* |
| **Any changes seen in partner?*** Of those victims who were still living with their partners, roughly half reported that they saw changes in their partners as a result of participating in the programme. The other half were very clear that there were no changes.

*“since he get in the programme like if we get in an argument… before the programme when me and he get in an argument he go always hit me, you know he go hit me. But after he come out in the programme, if me and he get in an argument now, he go walk away. Or he go just go and lie down on the bed, he go just take he vehicle and go and then come back. And when he come back and I try talking to him, he go say if I didn’t go in that programme you know what would have happen. The programme change me a lot and all what you trying to do is tempt me but (name) you would not.**yes he …because when I say…because I used to tell him, you change, you know you change a lot. I say that is very good you change and he used to say (name) I have me children and I have me business and you know, he want a better life. And he get too old for that. He ain’t want t0 go through them thing again in life. yea, you know I think he wouldn’t have change on he own. To tell you the truth I think he wouldn’t change on he own, he need the help and I used to tell him he need help and you know, he come and he get the help so that’s …he changing.”* *“At first we were living at \_\_\_ Road in St. \_\_\_. Well someone had broken into the house so we came to live in \_\_\_\_\_. Since we came to live here everything start, like he start beating on me and other things. Persons around the area were telling me his father did that to his mom, so I guess that’s the reason he was behaving like that. And I wanted to forget about it, to move out. Then I wanted him to get help also, so I went to the police when he hit me. I told them I didn’t want any Court action, I just wanted him to get the counseling and he took the Man2Man programme and I can see a difference now. “**“when he go to this programme, this thing won’t change him because same old thing he come back doing again.”* |
| **Any changes in self?*** Very few victims reported that they had changed since their partners were in the programme. The exception was that a few reported that they have tried to use time out.
 |
| **Ridicule*** Aside from name calling, such as ‘bitch’, few reported that they were ridiculed by their partner based on personal characteristics. The excerpt below represents the exception:

*“well he call me ‘dunce’ he told me I am his punch bag, I is a little girl, he called me ‘bitch,’ he even tell me am nothing, he tell me I don’t have no common sense, am backward, am stupid.”* |
| **Relationship history: Good Qualities*** Almost all reported that their partners had good qualities, such as:

*“He is a very nice person. He giving, understanding, sometimes he go understand what your telling him. He loving but the onliest thing is the hitting part. He is a very nice person but the onliest problem I had is the hitting part. He nice, he nice.”**“yea, when it comes to washing and thing, he would help me wash, you know he’ll cook. And sometimes if he realize am tired he would …and there is work in the house to do, he’ll do it you know. And it have times he would start a nice conversation and things like that.”* *“he was nice in the beginning. He was real good. He was real caring and you know when you ask him for something, he used to put out he self to do it. Like if I say like I want to go and do like classes, he would do it. He would give me the money to go and do it.”*  |
| **Relationship history: Bad Qualities*** All reported that their partners had some bad qualities, such as

*“yes there are and I always tell him about it. Like the way how he approaches people is not nice... “**“he cannot keep a secret to him self, everything he have to tell hi mom.”**“ the uncaringness”*  |
| **Fear for life*** All of the victims reported that they had at some point, feared for their lives. All but one also reported that they felt that their partners were capable of committing such an act against them, especially if the partner has been drinking.

*“many times**Interviewer: and do you feel he is capable?* *Respondent: always: jealous, yes; violent, I would say yes.”**“I was washing by the road to organize so I was on my cell phone talking to him and then after when I was they, I just feel the cell phone just come out from me ears and then he start dragging me and so forth. So when I was …he pull me and he said that he would kill me, so I said to him, I am not taking it so. So I run up by he sister house and then he go to the kitchen and he pull a knife and then after he sister boyfriend was there and thy how I get escape. …well if he sister boyfriend wasn’t there, I was a dead body because when he pull the knife, he put the knife to me throat and he sister boyfriend that take away the knife”**“yea I feel. Seeing the person, you doh believe but …he’ll walk the road, you know, like an innocent person. I’m telling you, seeing his face, you ain’t seeing that on his face but his mind.”*  |
| **Life history of violence: Violence as child*** All but one of the victims reported that they had experienced violence as a child, usually at the hands of the mother, but also grandmother, father, uncle.

*“well mommy. Mommy usually beat with belt, sometimes if she gets very angry there is the Pot spoon, there is the knife, there is the bucket, there is the shoe heel. Then there is the telephone wire and sometimes with her hand. And there are times she will hit me with the belt buckle. “**“only me mother that used to beat us up.*  *yes. If we say we going somewhere and lime, she doh letting us go. If daddy tell us go, when we come back and daddy they to work still, she just beating us up and thing anyway, she doh care. One time she pound me sister with a hammer. You see that mark too, yea she cut me and make that they. She used to beat us up, but now she head doh well and thing, they say she mad”…..* |
| **Life history of violence: Violence between parents*** Most of the victims experienced violence between their parents, with a few reporting that their parents only quarreled.

*“yea when I was growing up my stepfather used to drink a lot of run and when he drinks he come home and he beat up my mother. Sometimes she had to run and we had to run behind her. Sometimes he take a pipe iron and he hit her and then when our brothers and them come …like he fight…. Fighting … pelting stones and thing … And then he cause one of me brother … me uncle to lose his eyes.”**“ I don’t know, it have time he bust she foot, it have time he chop she foot, grandma call and say that. But he that cause her to be where she they now; right now she can’t come out; only inside she does stay. She kind of stupidity like. I find she need to go by the mental too. But she doh coming out.”*  |
| **Unwanted sexual encounters*** All but one of the victims reported that they had experienced unwanted sexual encounters as children or adolescents. The perpetrators were unidentified in 3 cases and were identified as step-brother, mother’s friend, and bus driver in the remaining 3 cases.

*“but when I was a teenager, I had a rape incident. It was very bad because the person pin me down on the bed and they squeeze my breast, pulled my pants, my under wear, my bra, even barred my mouth and allowed a next person… pin me down and allowed a next person to have sex with me also.”* *“yea, step brother. He tried to have sex with me in the bathroom while I was bathing one evening after I came from school. And he didn’t get the time because I hold his penis and squeeze it and I left the house and I sat in the golf course for hours”**“ I remember when I was 13 years I got raped. I got raped when I was 13 years. …All that I know was that when the person drop me home, I was knocking the door for me other sister to open for me and the time the door didn’t open and he barr my mouth and he went down behind the house. The house was like… let me see... on top the road and it had a lot of bush and after I remember he had sex with me and didn’t tell mommy anything because I was scared…I was very scared of her”* |
| **Alcohol/drug use*** Most of the victims reported that the use of alcohol was a serious problem in their relationships. In fact, when asked to identify the hardest part of dealing with their partners, most said that it was his drinking.

*“he would come like for example like people tell him things and he will wait until he drunk or something to come home and start.”**“but the rum, when he go and drink the rum thy when he getting on”**“when he drink he’s a different person and that does turn him real off. When he drinks, like he start to drink he go go all by people and beg for money to go and continue drinking, drinking, drinking alcohol for the whole day. And lest he doh drink it for the whole day, he doh satisfied… he doh feel satisfied.”**“Do you believe he is capable of killing you?* *Respondent: I don’t know. if he have the alcohol in his head.”* |
| **Response to violence*** All of the victims reported that they tried to leave, some with great difficulty. Most returned. The police were called also, often by someone other than the victim.

*“I pack my things and I was going in the door, and he pull me back… hold my throat, pull me back in the room, lock the room, tear up all my plastic bags and even on one occasion he put a knife to my throat and tell me I am not going anywhere. And if I taking my bags and leave he must beat me up bad and leave me with a mark or something before I go and no man can’t have me.”* *“it have times I does just tell him that but when I make him go, he still coming back.* *Interviewer: so there were times he made you leave or you left?* *Respondent: I left a time and I go and I come back.* *Interviewer: once**Respondent: yea**Interviewer: ok, ok. Why did you come back?* *Respondent: them children alone can’t stay here.”**“well I used to take me clothes and go back home and live with me grandmother but then you know me partner used to always come back and talk. And we go talk and we go go back together again.”*  |
| **Threaten or abuse children/Effect on children*** Most of the victims reported that their partners did not threaten or abuse their children directly. A few, however, did report such abuse.

*“Yea he …he threat the children to burn them. …and then the gas bottle he go to take the cylinder of gas so they cannot cook. So they went into the kitchen and told him he cannot take the gas bottle because they have to cook the food, take the empty one. So he just cut the hose and he tell them he go blow them up inside the house too. Everyone had was to run out from inside.”* *“well right now he doesn’t do it ehh. Because I the take him to Court and since after that the magistrate give him a ban from hitting. So he doesn’t hit. What he does do now, he going and drink and when he come back he just cursing whole time. He cursing dirty words and them children does repeat now, especially that little one. He cursing it bad. Onliest way he does get on now.”*  |
| **Knowledge of how to protect self from sexual assault*** Victims did not know how to protect themselves or reduce the risk of sexual assault. The only strategy offered was:

*“yea, I guess we have to dress appropriately …”* |
| **Types of violence*** All were victims of physical abuse, along with psychological or emotional abuse. One reported being a victim of financial abuse as well. There is extensive evidence in the transcripts that document the abuse, and many of the excerpts could have been used as key excerpts. Only a few are provided here. See Appendix 4 for an excerpt that provides an especially comprehensive view of the multiple aspects of domestic violence.

*“So I told him the “F” word. So he ask me if I really mean it, I said yes I mean it. I say you can’t tell me my mother stink, when I know my mother love me and care for me so much. So what you want me to tell you, not F-U. So he start holding me in my throat and I was pushing him away and telling him to let me go. After he let me go and he start talking saying I want to threat him like a dog and handle him how he…how I want and treat him how I want and he wouldn’t tolerate this stupidness from me. So I tell him anytime he hold me in my throat, I not leaving it like that. So I turn and I started running towards the grandmother’s house, to get a phone call. While running now, he happen to catch up on me because he ran after me too. He catch up with me and he hold me at the back of my shirt. And then he started holding me at the back of my throat and I was fighting to push him away. And I they telling him, let me go, let me go and while he was holding me, he was holding me so, so tight that... like I was blanking out… I couldn’t see nothing after that. And when he ease up a bit, he started screaming and bawling and telling him to let me go, what he choking me for, let me go, am not leaving it like that. And then he start holding me and pulling me by my hair and puling me down the road. And an aunt heard what was going on and she came out and she told him, “what you doing the girl that for, let her go, let go her hair.” And he wasn’t letting go. She had to come in the front of the two of us and hold his hand and try to loosen it from my hair for him to let me go. So she ask him, “what you doing the girl that for?” So he turn and tell her that I’m disrespectful and how I could tell him F him.”**“I feel this person grab me in the throat and he was just dragging me outside of the road. And then I bawl out for help and he sister and he mother come outside. And in the morning I couldn’t even raise me head to go to work because how he hold me, me throat and thing was swell up and then after… then I call me mother and I explain to she and then she call the police and they end up locking him up.”* |
| **Control and Isolation*** Some of the victims reported that their partners controlled or attempted to control many aspects of their lives, including activities, finances, movements, etc. Nearly all reported that they were encouraged or forced to curtail social interactions with family and friends.

*“like I doing vendor…. The trafficking and like he search through that to see what name I have. He wanted me to put it on his surname but all me things was on my name…my first name \_\_\_\_ and he wanted me to change up all these names and them so thy is the reason I know he went through because the land on …me mother piece of land…tax come on her name, so he wanted to change up everything but I did not do it.”* *“Does your boyfriend ask you where you have been or who you have been with in a suspicious way?* *Respondent: yea**Interviewer: alright. Does he secretly search through your belongings?* *Respondent: sometimes.* *Interviewer: okay. Does he complain that you spend too much time with friends?**Respondent: well friends, I don’t have no friends.* *Interviewer: no friends. Alright and that’s because he’s not supportive of you and friends, right?**Respondent: yea. Family? Yea* *Interviewer: does he control most of your daily activities… what you do…during the day…does he control that?**Respondent: most of the times because if I …if we have to go somewhere is where he’s going.* *Interviewer: Does your partner ever try to make you fee guilty for not spending enough time with him?**Respondent: yea**: yea. It reach to a point where he like… it have some times like I would go out with my friends and when I reach home he would take his finger and shove up in my vagina and smell it and ask me, you ain’t come out and do nothing? You know and these type of things. And if I say I going out with me girlfriends tonight it’s a problem. Yea that’s what happens.**Interviewer: does he secretly search through your belongings?**Respondent: yea”**“ from seeing friends, a lot because while I was in college I had a lot of friends, all of talk. It have time we walking in town together and they see me and they call me and I say hello or I call them and they say hello; he does tell them, don’t talk to my ‘so and so girl.’ And you know, what you looking at. You know how many times we in town and he tell me, you only lusting after man and me and you walking. Your face suppose to be in the front and you not suppose to be looking at no body and things like that.”* *“like actually if me and him fall out and I go by my family like my mother, come back in the house is more violence. If we quarrel I have to stay home, can’t go no where, people can’t come to see me or anything.”* |
| **Use of Social Services*** The victims reported little use of social services. The police were the most frequently cited source, followed by the Ministry of Social Development. One person appeared to have participated in the Changes programme at the Legal Aid and Counseling Clinic. In some instances, while support was sought, the response was not satisfactory.
* The most frequently cited source of support was friends and family.

*“yea we went there with one of the man, Mr. I don’t know, I forget his name and he spoke to both of us but the man ain’t showing any interest.”* *“yea, I tried to get help from me friends and church… and the church. And he not showing no support.”* *“yea because I have friends that does not drink and thing so I’ll let them come home, like married people come home, we have a little session for us alone and thing but when they come, he’s not there. He gone”.**“I didn’t really get no help (from a social worker) because they say that the programme was full up so they couldn’t take no more people.”* *“not really the social worker, more Ms. \_\_\_\_\_, the police.”* *“well it was well the last time he hit me for him to get into the programme, I talked to a friend and the friend call the police and then we end up in Court”*  |
| **Any needs?*** The 2 needs requested were for counseling services and emergency shelters/relocation assistance.

*“… I just wish I had somewhere where I could just go but then again, going is just … leaving and go … the place … I don’t want him to find me because he already told me that if I leave him and go, he will find me. Grenada is a small country and am easy to find, he will find me and is what he go do to me. So I want to be in a place where I know am secure”**“well he improve, the only problem I does have is when he drink.* *“Interviewer: right, right. So you would like him to get counseling for the drinking.* *Respondent: yea”* |

3. STAKEHOLDER INTERVIEWS (N=12)

RESULTS AND KEY EXCERPTS

The interviews were structured and focused on the issue of domestic violence generally, as well as program-specific issues, perceptions, and recommendations. This section summarizes the stakeholder responses within specific areas of focus.

Descriptors

|  |  |
| --- | --- |
| Number of Respondents: | 12 |
| Titles: | 4 Magistrates3 Social Workers3 ProsecutorsCoordinator in Gender AffairsMan to Man Liaison |
| Years of Experience: | Range <1 – 35 yearsMean 10.7 years |
| Percent of cases related to domestic violence: | Range 5% - 40% |

##### Table 18

**STAKEHOLDER INTERVIEWS (N=12)**

**Findings and Key Summative Excerpts**

|  |
| --- |
| **Domestic Violence Trends*** All of the respondents reported that there was an increase in the number of domestic violence cases.
* Some attributed the increase to public awareness, new legislation, changes in women’s roles and empowerment.
 |
| **Types of Incidents, including Victim and Perpetrator Descriptions*** Physical abuse was the most commonly cited form of violence; however a few respondents felt that psychological abuse played an important part in the cycle.

*It’s tough to determine, I mean the physical you can see it but most oft en psychological abuse is going on and you’re not even aware until something physical happen. One lends more danger to the other.* * All reported that the perpetrator was almost always male and the victim female. It was suggested, however, that the reverse occurs but is seldom reported. In spite of the stigma, one such case was active at the time of the interviews.
* The descriptions given of the most typical perpetrator tended to include the elements in this statement:

*Um, well as I said, poverty, their level of literacy and when I say poverty is a wide range of things eh they are overburden with family responsibility, they are usually persons with a lot of children, women and even the men ad they have like drinking problems, drug related problems, general commitment problems. They may have several relationships, temper problems, personality problems, in terms of socio-environmental issues.* * The victim descriptions tended to focus on the woman’s dependency on the man, as well as some personality traits:

*Very, in terms of the personality, very timid. And I said low-income so they not working, so they willing to or they feel that they have to remain in the relationship, because the man is the breadwinner, yes. But a lot of them I find, some of the men would not be that way if they were with another person of a stronger personality, so sometimes we ask them to do the ‘Changes Programme’ by Legal Aid.**Um, usually the victims would be women who are severely impoverished, um, they tend to have many children. You know 3, 4, 5 children and in terms of their demeanor, they tend to be psychologically affected that kind of thing. Very rare you find professional people come in Court with these kinds of matters, or more literate people coming. Usually it’s the illiterate, unemployed people that come here with lots of children and other social problems.* |
| **Victim Safety*** All respondents cited victim safety as an urgent consideration in domestic violence cases.
* When rating Grenada’s capacity to respond to the need for victim safety, the mean rating was 2.8 on a 5 point scale.
* The needs were expressed as follows:

*There has to be a whole system of structures put in place and for protection of victim of domestic violence, for example counseling for the victims, mediation for the victims and the perpetration, safe housing for the victims until a solution has been found for what ever problem they have, all sorts of things.**Well the first thing that does be of concern to me, Grenada is nowhere and place to help these victims. Even if you use restraining/ protection order, whichever order is under the violence act, there is still no enforcement.* *Even if, and I am not certain, that is government-owned or if there are other stakeholders or persons responsible for it, but the fact is if that is a peace haven there is no security there.* *Carriacou is worse off because you have to remember Carriacou is a closed community, everybody knows everybody. And you thinking of a report comes in and you have to bring that female to safety. You have to work a miracle to where to put her, who ever accepting her has to be able to say, I am willing to stand up with her for whatever come, thick or thin. More over there isn’t any safe house in Carriacou, not for child, not for woman.*  |
| **Perceptions of the Man to Man Programme*** The respondents rated the Man to Man Programme 3.5 on a 5 point scale. The comments support that rating with most being generally favorable, or very favorable, and a few being unfavorable.

*Very significant, in the sense that, I am not aware of any person who has been, who has done the programme and has re-offended with the particular, um complainant – any of the Courts.**I am not sufficiently convinced that the programme makes an impact on most of the persons who there. They go to the programme because they want to avoid going to prison. There needs to be more strength or something more compelling about the programme to make an impact.** Overall, the respondents reported that they had very good relationships with the programme staff, and found the relationships to be very helpful as they considered referrals to the programme. One respondent had a negative experience when he had no contact from the programme coordinator (a new coordinator had just been appointed).
 |
| **Referrals*** While one respondent reported that the criteria for referral to the Man to Man Programme were not clear, others described the factors that they considered before ordering participation.

*So the thing is, there was no, I don’t know if I had it wrong but I did not see any criteria, per se. You know each person based on the charge, right and based on what case came through, you know whatever, like ok you going to go on Man to Man Programme. But sometimes that person they don’t really need Man to Man Programme,* *Three things here, 1) our involvement or my involvement would be if this was an alternative to the normal custody sentencing regime, I will order man-to-man. 2) If it is a domestic violence case that I feel would help the man would also order it. 3) I would only get a report when the matter is completed and that is the only involvement that you have.**But even before... what happens when some women come they say they no longer want to proceed, we keep the matters on the books and ask the man to enter the Man to Man programme. And they would ... when you talk to them you would say, watch I know you don’t wanna proceed, you don’t wanna proceed. But even if you don’t wanna proceed we would keep it on the books and send him to a programme, that would give him another help. And they would ah... Most of them agree to that.**Ok, the nature of the allegation made against them. For example if the victim is alleging that the person is violent, abusive in any way or uses a defense form what we would identify, because we are in a position to identify the different types of domestic violence. So for example, if a victim comes to me as a prosecutor and make certain claims and I am able to pick under the categories for domestic violence, then one time I would be able to see that is a candidate for the programme.**Ok, alright if any violence or whatsoever is used against the person, physical harm, threat, actual violence, threat of violence we would use those as indicators.**most of the times it depends on the degree, ehh, of the harm. I mean if the harm is of a grievous nature, you can’t just put them in the Man to Man programme and forget about it. You most of them in the Man to man programme, it’s the regular hitting. Not really involving heavy broken bones, or cuts and you know...**Magistrate most of the time when these cases come up, he would ask me first, where is the Social Worker? Because once he recognizes it he would ask me first for the social worker. He would say to me, don’t you think this is one for the social worker to get involved? As soon as he says that I understand that he is talking about the man-to-man.* |
| **Programme Updates to the Court*** All respondents agreed that regular updates to the Court are invaluable. However, some reported that they do not get as many updates as they would prefer.

*yes because 16 weeks is a period of time, so at least you would have any idea as to how they progressing so you can know how to look out for that persons on whether or not... because you have to realize that there are times when attending the Man2Man there may still be a restraining order in place so that person is moved out from the household and then you have to realize that there are children involved. Sometimes yes at the time you beat up the woman, she is angry, she is vex but within that 16 weeks so much transitions may have taken place. As the officer, as the investigator you still need to have a follow up as to what to expect, how you should relate to them. You know, in case you hear a call you know well, yes, no, you could be able to make a judgment as to how the person was receptive to the programme.* *Yes, yes. The programme is sixteen weeks I’m told, so that if somebody comes today um, and they agree to do the programme today, um depending on the circumstances, I will bring them back, probably in a month, um cause if they seem reluctant at first I would want to ensure that they’re doing the programme and if they’re not I don’t want their situation to continue, so I will maybe bring them back in a month, to monitor and if I’m satisfied, most of the time, I am that they’re doing the programme, or if they have missed any sessions you give them a warning, remember they’re not suppose to miss more than two sessions or remember what I said, we gonna go the original route. Well they basically, most of them are compliant and I get the report at the end.* |
| **Completers and Reoffenders*** Most of the respondents reported positive results for the completers and low levels of reoffense. The reports tend to be anecdotal.

*A lot of them when they see me on the street are grateful for the opportunity and it brings a measure of satisfaction that you don’t send them to jail. They are the main breadwinners. There is a measure of satisfaction.* *It appears that they mean it. I take it at face value.**but the few who I see, who I’ve dealt with, a lot of their behaviour would have changed, at least up to this point. In speaking with them, at least their outlook on a lot of things would have changed**At the end of the programme, they often say they happy they did the programme, it was good for them and encourage them to apply what they have learnt in their everyday lives, and I can’t say I’ve seen anybody back since they’ve done the programme.**At the end of the programme, yes, yes they seem to have a different, they seem to have a different mind-set, I don’t know if they learnt different techniques in the programme, but they seem to have a good grasp as to how they gonna proceed from now on.**Ok well, a lot of them you don’t see them re-offending in that area again.**A lot of the persons we would have seen, they are not coming back for these types of offences.**Ok well a lot of them might be struggling wit issues of re-offending things like that. Because in fact, I would have heard some of them say in court even after the programme would have been completed, it’s hard you know, whenever I feel like doing something, I pick up the documents they gave me and I read. So he actually said that when he feels the urge, he would pick up the documents and read and he says it’s been helping him.* * A few respondents reported that they witnessed little to no change after the programme and that there were reoffenders.

*the truth of the matter is that, um for the few persons that we would have recommended, um I haven’t seen any change per se. I haven’t seen any change. To my mind, they’re still struggling with the same issues.* *Yeah one or two**let’s say, of all the persons I would have dealt with in relation to, at least twenty percent would have re-offended.* |
| **Programme Improvement*** Many suggestions were offered to improve the Man to Man Programme, including
	+ More consistent reporting
	+ Including the women in certain aspects of the programme
	+ Offering the programme to high risk men, as a preventative measure
	+ More locations
	+ Broader support system, i.e. drug and alcohol treatment programmes, sponsors, individual counseling,
	+ Additional core staff rather than the “one man” point of contact
	+ Stronger emphasis on anger management skills
	+ Follow up with programme completers
	+ Sensitization sessions with employers (participants may need to leave job early to go to sessions)
* A concern was voiced primarily from the Social Workers to be more informed about the programme, as well as the progress of the men with whom they might be working, or whose families they might be serving.
 |
| **Suggested Improvements to the Legal System** * Respondents suggested a number of changes in the legal system including:
	+ more stringent sentencing
	+ more enforcement authority for the police
	+ the legal option to order participation in specific programmes, counseling, etc.
	+ mandatory reporting of domestic violence by witnesses
	+ the option to imprison while also ordering participation in the programme
 |

## DISCUSSION

The results of the analyses have provided answers to the Evaluation questions restated below, and this section of the report is organized accordingly.

**I. Was the curriculum delivered as intended?**

|  |
| --- |
|  |
| * + **Did the facilitators cover the Key Messages for each session?**

Each session for which a transcript was available was analyzed for curriculum coverage. Analysts used the facilitator objectives, participant objectives, key messages, and key points to determine if the content of the sessions followed the written curriculum. The results indicate that, for sessions 2-15, the Key Messages were indeed covered, with only a few exceptions, which are noted below. The determination of curriculum coverage is important since it is the intended curriculum that is expected to result in the stated participant outcomes. It, therefore, is essential that a determination is made of the extent to which the intended curriculum was actually delivered.  |
| * + **What Key Messages were not covered?**
	+ In session 7 on Manhood (2010 cohort), there is no evidence that the following 2 objectives were covered: (1) Examine how specific beliefs (about manhood) can lead to violent behavior, (2) Teach participants through role play how to make healthier nonviolent choices.
	+ In session 11 on Fatherhood (2010 cohort), there is no evidence that the following objective was covered: Facilitate through role play healthy parental coping

responses, how to talk to their children about the violence, and how to respond to certain scenarios.* Throughout the sessions for both cohorts, there is no evidence that the Personal Development Plans were done each week. Note that the PDP is scheduled to be introduced in the Orientation session, and the evaluation team did not have transcripts for this session. Whether or not the introduction was done, the process was not discussed (or recorded) in any of the remaining sessions. This is a critical omission since the PDP was intended to chronicle the men’s goals for themselves over the 16 week period, and there was no transcribed discussion of the plan in any sessions.
 |

**II. Is there evidence that the participants grasped the Key Messages for each session?**

|  |
| --- |
|  |
| Session 1  | No transcripts |
| Session 2 | * The key messages related to understanding and managing anger were presented by the Facilitator/Interviewer. The participants’ responses to the session suggest that the session goal was met.
* The participants were able to describe anger, including what it ‘felt’ like to be angry and what situations contributed to their anger. The cycle of violence was discussed throughout the session, and participants were able to identify the sequence of events that led to violent encounters.
* Several participants acknowledged their ability to control their anger, and discussed strategies used to do so. Anger management techniques were discussed, with the option of taking a “Time-out” being the most readily accepted.
 |
| Session 3 | * The key messages related to the stages of life were presented by the Facilitators. Participants were taught that there were a variety of stages in the life cycle, that transitions from one cycle to the next were normal, that challenges can occur at each cycle, and that coping with transitions and properly managing the challenges inherent to the different stages is important. Strategies for coping with transitions were not thoroughly discussed.
* Participants discussed the various life stages and expressed their desire to change decisions made at critical moments in life. This included educational attainment, relationship choices, and parenting decisions.
* Parenting was a dominant theme in this discussion. Disagreement with parenting decisions was associated with verbal conflict between men and women. Those conflicts were great sources of tension for the participants, and they struggled with ways to manage those relationships for the sake of maintaining positive parenting relationships. Several men expressed disagreement over the use of physical punishment, either on their part or on the part of the mother.
* Participants exhibited insight about how their experiences at early stages in life may have contributed to their own violent behaviors. This acknowledgement of a longer view of the cycle of violence, and the acceptance that they were still empowered to choose different behaviors and break that cycle, was positive.
* In exploring the role of loss in their lives, participants discussed losing positive intimate relationships and the confusion and regret they experienced as a result.
* The men acknowledged that there was a link between the messages they learned from their fathers and how they should engage their own children. The loss of their own fathers continued to be a source of pain and regret. Several participants expressed regret over the loss of or lack of relationship with their own fathers. There was also mention of experience with victimization and an acknowledgement of how those experiences at one stage contributed to victimizing behaviors at a later stage.
* Participants discussed strategies they used to address conflict without violence. This included abstaining from using physical violence with their children and engaging in calm, effective communication with their partners around parenting issues. One participant suggested that he found it useful to have an outlet for his feelings. That outlet was writing.
* Attitudes expressed during the session focused on beliefs that it was possible to exhibit self-control and that it was important to control anger during the different stages of life. There was also an expression of acceptance of responsibility and accountability for past actions. Some felt that past actions were stigmatizing and questioned the possibility of escaping their past. The past seemed to reach into the future and taint new relationships. Along these same lines, participants expressed a desire to start anew, or to have a second chance. And in return for that second chance, participants described themselves as being ready to practice self-control and improve their relationships. This path was not seen as easy and there were some who felt trepidation about their ability to truly change. For instance, one man expressed concern that he might bring violence into his next relationship. There was a fear of doing something wrong.
* Discussions about managing transitions were anecdotal and somewhat limited. The greatest degree of insight related to hindsight in romantic relationships. However, **few participants were able to connect problematic life transitions to strategies to improve upcoming transitions.**
 |
| Session 4 | * The Key messages related to Effective Communication were well received by the participants. Their interaction indicated that they saw value in learning to communicate more effectively with their partners for the purpose of reducing conflict and improving parenting.
* Participants actively discussed the elements of effective communication that were presented, including active listening, body language, tone, clarifying questions, avoiding name-calling, etc. Though there was an expressed understanding of these strategies, many had not actually implemented them in their daily lives. Their potential value, however, appeared to be understood.
* Ineffective practices were also discussed, including manipulation, domination, shouting, name-calling, use of the word “but”, lying. Even while discussed, it was generally acknowledged that these strategies are negative.
* The impact of gender differences in communication styles was explored. The participants’ perceptions of these differences included: men are more secretive, less detailed, and may share with a close friend only; while women talk more with other women, and share more openly. Issues of suspicion, lying, unmet expectations, and jealousy were also discussed as interfering with communication.
 |
| Session 5 | * The key messages related to conflict resolution were presented by the Facilitators. **However, discussion of these key messages was not comprehensive. In some instances, key points were intrduced but were not adequately discussed.**  Participants were able describe the nature of conflict and provided numerous examples of attitudes and behaviors, many related to gender roles, that contributed to conflict in different types of relationships. Conflicts were reported as being related to respect, trust, and power/control within intimate relationships, stereotypical gender roles, and mutual decision-making.
* Participants were able to identify the link between anger and conflict, noting that conflict caused their anger or frustration to increase and, in some cases, led to violence.
* Attitudes towards the presented skills were neutral to negative. When discussing conflict resolution, participants reported few experiences where they engaged in effective resolution skills and seemed to have **difficulty generating resolutions beyond avoiding the interactions by taking a time out or by “stuffing”.**
* This session was mostly focused on teaching and doing the Power and Control Wheel exercise. The participants spoke a lot about sources of conflict associated to their feelings about trust, freedom, control, isolation, gender equality, gender differences, stereotypes, perceptions, dominant male role, respect, unfaithfulness, manipulation, shared responsibilities, etc. While the session prompted the participants to identify what was “wrong” with some of the practices that lead to conflict**, the session did not explore specific conflict resolution strategies.**
 |
| Session 6 | * The key messages related to family history and its impact on current relationship behaviors were presented by the Facilitator. The Facilitators explored how both the participant’s family and their partner’s family experiences may shape how they view one another and how they interact with the world. Participants gained an understanding of this concept and were able to express examples of family history’s impact on adult behavior. Positive and negative views of men and women were explored. The view of women was complex, with both distrust and respect being expressed. Men’s responsibility was discussed. Men felt that they were expected to be principled and responsible and that maintaining their families was important.
* This session offered the participants the opportunity to share elements of their home history in terms of the family composition when they were growing up. . Some of the men grew up with both biological parents, some with a biological parent and a stepparent, some with only one parent (mostly the mother), and some with a grandmother. In this session the participants also engaged in an exercise that prompted them to think of the characteristics they consider important for parents to have in order to create a good home environment and what they consider to be the strengths of men and women.
* **Though the link between histories of violence and current violence were mentioned, this was not thoroughly explored.**
 |
| Session 7 | * The facilitator led the participants through a discussion about beliefs about manhood, gender stereotypes, and the relationship between stereotypical attitudes and relationship conflict. The participants spent some time identifying well-known men whom many admired and/or considered to be role models. They also explored the meaning of “manhood” and the desired characteristics a man should have.
* The majority of the discussion centered on beliefs about manhood and womanhood. The other elements of the session were less comprehensive, **with the least amount of time being dedicated to linking attitudes to violent behaviors**. Participants were able to present their beliefs about manhood and offer insight about how those beliefs impacted their relationships, including violence within those relationships. In general however, **they tended not to challenge those beliefs and there was no discussion about strategies for changing these stereotypical beliefs.**
 |
| Session 8 | * The facilitators led participants through discussions about their respect for women, cultural views of womanhood, and an exploration of gender differences. **They did not discuss the importance of mutual respect, challenging cultural assumptions, or how these changes might be used to improve relationships.** While the facilitators taught about respect in relationships, the participants were left with little time to explore the presented concepts.
 |
| Session 9 | * The key messages related to power and control were presented by the Facilitators. Participants demonstrated an understanding of how power and control is exerted within relationships; that these tactics negatively impact relationships; and that power can and should be shared to facilitate more positive relationships. Several participants stressed that violence was not an acceptable solution to conflict and emphasized that they were making choices within their relationships to communicate more effectively and to share power and decision-making with their partners.
 |
| Session 10 | * The Facilitators covered each key message. The most extensive discussion focused on sexual desire, sexual communication, and forced sex. A condom demonstration was given, and the types and symptoms of STIs were presented. The ABC method was presented as a strategy for preventing STIs. Mutual faithfulness, an aspect of the ABC method, was challenged as being impossible to employ because you can never be certain about another partner’s actions. In reporting what was learned from the session, two participants reported that understanding their partners needs was important, using force to engage in sex was not necessary or desirable although it was sometimes seen as a normal part of the sexual encounter, and that condoms were an important part of STI prevention.
 |
| Session 11 | * Participants discussed their views of fatherhood, characteristics and responsibilities of a father, and the role fathers play in shaping the lives of their children. This reflection brought men back to themes they had already discussed in the Family History and Manhood sessions as they mentioned things they had learned from their fathers and from male role models. They also discussed the challenges associated with parenting in blended families, and briefly reviewed personal experiences of witnessing relationship abuse as children.
* **The session did not thoroughly examine the impact of violence on children; strategies to counteract the impact of early abusive experiences on later parenting; strategies to avoid exposing children to violence; how to communicate with children about violence; or the personal and societal costs of violence.**
 |
| Session 12 | * The discussion related to stress was not comprehensive or complete. The Facilitators presented a good deal of material but the participants were less active and less engaged in the conversation than in previous sessions. Participants were able to describe what stress meant to them, provide examples of stressful life events (in one cycle, childbirth and hurricane Ivan were examples), and described physical and emotional responses to stress. Some maladaptive responses to stress were presented as well. There was a limited discussion about coping strategies. Participants did not demonstrate knowledge of positive coping strategies or an understanding of how maladaptive coping could impact violence and health.
 |
| Session 13 | * Overall, this session was less effective than previous sessions. The Facilitators reviewed the majority of the key messages but participants were only moderately engaged in the discussion. They were able to identify how violence and alcohol were linked. They identified how their family history and early exposure to alcohol shaped their attitudes towards drinking and their drinking behaviors. A few of the participants recognized that when they are drinking they are more likely to engage in physical confrontations and that it does not take much for their anger to be triggered. They also reported feeling stronger, more audacious, less vulnerable, and less susceptible to pain when intoxicated.
* Social norms related to drinking were discussed. The participants recognized the wide popularity of the “happy hour” in Grenada and what seems to be an increased alcohol intake by women. Attitudes towards women and drinking were explored.
* The physical consequences of drinking and marijuana use were presented and some of the participants showed interest in clarifying the harm associated with substance abuse.
* Participants exhibited insight about the origins of substance abuse, even linking social drinking to modeling alcohol abuse for young boys. Though they could see how alcohol use contributed to violence, and even described home environments where violence was directly linked to inebriation, they had difficulty presenting their own involvement in that cycle.
 |
| Session 14 | * All key messages were covered by the Facilitators. This session was mostly instructive and there was less input by the participants. While most participants were generally unaware of the domestic violence laws, they were interested in learning about them. They expressed confusion about vagueness in certain aspects of the law and felt that the judicial system was biased against men in many cases. This perception of being victimized by the law was not adequately challenged or discussed. In general, men felt that their partners made it challenging to maintain sufficient distance in their relationships once restraining orders had been issued. This created fear of legal repercussions.
 |
| Session 15 | * All key messages were covered. Participants were engaged in the discussion and were able to distinguish between religion and spirituality. Religion’s contribution to inequality in relationships was acknowledged. Yet religion was seen as improving the quality of intimate and family relationships. The men reported using spiritual practices to cope with life’s difficulties. This included praying, reading the Bible, and meditating. These practices were linked to fewer violent behaviors and general life improvement.
* The discussion about culture touched on some of the themes discussed in the Family History, Manhood, and Fatherhood as they reflected on home practices and role models.
 |
| Session 16 | No Transcripts |

**III. By the end of the programme, is there evidence that the following programme goals (proximal outcomes from the logic model) were met?**

|  |
| --- |
|  |
| * 1. **Participants understand that violence is a choice**

Evidence was found in Session 2 on Anger Management, session 3 on Life Transitions, session 5 on Conflict Resolution, session 7 on Manhood, and session 9 on Power and Control. **The extent of the evidence suggests that this goal was met.** However, it cannot be asserted that each participant came to this understanding, because the transcripts did not identify each speaker.  |
| * 1. **Participants understand that they are responsible and accountable for their behaviors**

Evidence was found in session 3 on Life Transitions, session 6 on Family History, and session 9 on Power & Control. Counter-evidence was found in session 3 on Life Transitions and session 8 on Womanhood. **This goal is judged to be partially met.**  |
| * 1. **Participants understand the cost of violence to themselves, their partners, and society in general**

There was scant evidence in session 6 on Family History, session 11 on Fatherhood and the Effects of Violence on Children, and session 10 on Domestic Violence and the Law. Where evidence was found, it tended to indicate that participants understood the cost of violence to themselves. There was minimal evidence that they understood the cost of violence to their partners or to society in general. T**he extent of the evidence suggests that this goal was partially met.** Note: This outcome is not listed as a Participant Objective for any of the sessions. |
| * 1. **Participants have learned skills for addressing conflict and responding to stress**

While knowledge of conflict resolution and stress management was evident, there was very little evidence that the participants had learned skills to address these problems, with the single, yet notable, exception of the use of time out. Lack of skill development emerged as a critical void in the curriculum and in its delivery. Skills for responding to stress were notably absent from the curriculum, and skills for addressing conflict were limited. This was especially unfortunate since the men appeared to be willing to try out new skills. Since the participants demonstrated knowledge of what was taught, **this goal is judged to be partially met.**  |
| * 1. **Participants examine the origins of their violent behavior and seek to change**

Evidence was found in session 6 on Family History, session 7 on Manhood, session 11 on Fatherhood, session 13 on Substance Abuse Prevention, and session 15 on Spirituality and Culture. While the origins of their behavior were recognized, strategies for change were not discussed. **The extent of the evidence suggests that this goal was partially met.**  |
| * 1. **Participants perceive the programme as valuable**

Evidence of programme satisfaction was found in virtually every session. **The extent of the evidence suggests that this goal was met.** |

|  |
| --- |
| **IV. What programme recommendations were made from participants, victims, and stakeholders?** * Participants persistently expressed an interest in involving their partners in the programme. They further stated that their partners also expressed an interest in being involved. This interest was confirmed in the victim interviews. The involvement of partners was also a recommendation from the stakeholders.
* Stakeholders recommended more frequent reporting, broader support systems, greater follow-up, more emphasis on anger management skills, and more information about the programme to specialty staff (incl Social Workers).
 |
| **V. Did participants, victims, or stakeholders raise any issues that were important to them but were beyond the scope of the programme?*** The need to address substance abuse issues was raised by both participants and victims.
* The victims described the difficulties in finding a suitable place for them and their children when they tried to leave their abusive situations.
* The stakeholders suggested several changes to the legal system that would improve the state’s response to domestic violence. These measures included giving more enforcement authority to police, providing within the law options to order participation in programmes such as Man to Man, as well as allowing imprisonment while also requiring participation in the Man to Man Programme.
* The stakeholders also suggested that the law include mandatory reporting of domestic violence by witnesses.
 |

## CONCLUSIONS AND RECOMMENDATIONS EMANATING FROM THE QUALITATIVE ANALYSIS

The data gathered through the Programme sessions offered glimpses and examples of the knowledge, practices and attitudes of the participants about many topics that directly and indirectly affected their behaviors and personal relationships with their partners, their children and society as a whole. The participants came into the Programme with their own sets of perceptions, experiences and attitudes that were explored with the Facilitators and with their peers. This interaction offered the participants the opportunity to look at the various themes from different perspectives, to reflect on them, and to determine the extent to which their attitudes and behaviors were providing them with the best life outcomes.

The sessions’ recaps showed that the participants quickly learned a few anger management and conflict resolution techniques that they began implementing immediately, most notably, the time out. The number of self-reported instances of relationship conflict decreased as the Programme evolved and, by the end, there very few reports.

The participants welcomed the exposure to the themes presented in the Programme and seemed to like the idea of having handouts they could take with them to read and share with others. Throughout the discussions of the themes, the participants talked about the experiences that brought them into the Programme as they struggled to understand them and deal with them. The Facilitators made an effort to address some of the participants’ specific concerns but also suggested that they seek additional counseling.

The curriculum content was generally well covered by the Facilitators, with a few exceptions: (1) a few objectives not covered in the Manhood and Fatherhood sessions, (2) lack of attention to the Personal Development Plan, (3) insufficient anger management and conflict resolution skills, as well as coping strategies for life transitions and stress, and (4) inadequate coverage of the costs of violence. Additionally, there was some overlap between sessions, which is to be expected. The session on Culture and Spirituality re-emphasized themes explored in the Family History and Fatherhood sessions, taking some time away from exploring broader cultural and religious traditions that shape society and frame gender roles. The session on Domestic Violence and the Law was somewhat didactic and could have been more responsive to the men’s expressed issues. The participants tended to feel victimized by the laws and did not demonstrate an understanding of the personal or societal costs of their violent behavior.

In several sessions, the content appeared to be adequately covered, but the link between the topic and the potential for violent behavior was not systematically made.

Of the five expected outcomes, only two were fully met: (1) Participants understand that violence is a choice, and (2) Participants perceive the programme as valuable. Four outcomes were only partially met: (1) Participants understand that they are responsible and accountable for their behaviors, (2) Participants have learned skills for addressing conflict and responding to stress, (3) Participants understand the cost of violence to themselves, their partners, and society in general, and (4) Participants examine the origins of their violent behavior and seek to change. Since the planned curriculum was delivered adequately, programme improvement efforts should probably focus on the curricular content and/or the pedagogical process, with special attention to the areas for which outcomes were not fully met.

Recommendations

1. Generally, the curriculum seems to be too heavily focused on knowledge, at the expense of skills. A balance should be sought. Review and revise the curriculum based on the session reviews provided in the report. Most importantly,
	1. Modify the process for facilitating the Personal Development Plan to make it more central and systematic. As it is, it appears to be an unrelated add-on to the end of each session. It could also become a routine discussion point in the weekly Recap. Consideration should also be given to sharing the Personal Development Plan with the Court upon programme completion, as an indicator of progress as well as future intention.
	2. Strengthen the skills development aspects of the Anger Management and Conflict Resolution sessions, as well as the Relapse Prevention session, offering and practicing multiple strategies and techniques. Skill development should be revisited throughout the Programme.
	3. Pay special attention to the sessions for which the expected outcomes were not fully achieved, and make curricular improvements in the sessions that addressed these areas.
	4. Consider streamlining some of the knowledge-based sessions to make time for the additional skills development activities.
2. Given the central role that alcohol seems to play in these abusive relationships, consider an adjunctive programme to deal specifically with substance abuse.
3. Identify or develop an appropriate evaluation tool to provide a specific measure of the knowledge and skills expected to be learned by the participants.
4. Consider developing a long-term follow up with participants to assess behavioral change. Some of the expected behavioral change might take more than 16 weeks to develop, particularly if the environmental/contextual conditions remain the same.
5. Consider strategies for involving the partners in the programme process, where appropriate. Alternatively, consider developing a voluntary “parallel” programme or service for the victims.
6. Continue to explore possibilities for an aftercare support system for programme graduates. Several suggested approaches were offered, ranging from community service to individual sponsors.
7. Provide more regular updates to the Court. Review the current update format and schedule, and revise as needed.
8. Provide programme information to the Ministry for Social Development and/or other agencies that might also be providing social services to the programme participants or their families. The information should be programmatic and not person-specific.

Issues Beyond the Scope of the Programme

* The need to address emergency relocation of victims is evident. All of the victims interviewed described frustrations and fears associated with their efforts to leave the abusive situation.
* The changes suggested by the stakeholders to the legal system are positive indicators that they are giving serious consideration to improving the state’s response to domestic violence.
* It must be noted that there are larger societal issues, such as poverty, unemployment, lack of education, alcohol and drug abuse, and maladaptive cultural practices which contribute to problems such as domestic violence. There is a need to address the context within which abusive behavior is expressed.

# VI. REPORT SUMMARY

The Process Evaluation was designed to assess programme fidelity, that is, the extent to which the Man to Man Batterer Intervention Programme, as implemented, maintained all of the elements of the model or parent programme, Partnership for Peace. The evaluation included multiple offerings or cycles of the programme and was, therefore, able to address the consistency of the implementation process over time. It assessed how the implementing agency, LACC, developed and maintained stakeholder relations that were necessary for the Man to Man Programme to be established and functional in Grenada; and how the agency administered and managed all of the required Programme operations including staffing, record-keeping, logistics, curriculum delivery, monitoring, and communications. The evaluation also included a participant file audit and a review of the data-gathering tools used in the programme, such as the intake and exit interview forms.

Based on the interviews, file audits and participant observations conducted, there were strong indicators that LACC did implement all of the programme elements required in the Partnership for Peace model. Stakeholder relations were assessed to be very strong and functional. The Programme was adequately staffed and the functions of each position were carried out effectively. The Facilitator pool was maintained with well-qualified, well-trained, and committed persons, and the recruitment and selection of participants followed the established protocol. Logistically, the cycles were adequately populated and the curriculum sessions were delivered as planned. The programme rules regarding participation and attendance were enforced, and the court was notified as necessary. The file audit revealed that participant files were maintained centrally, with confidentiality procedures in place; however some of the required documents were missing from the files at the time of the evaluation. Many of these missing documents had been completed, but had not been inserted into the participants’ files. Most of the required data was being collected and filed systematically. Some improvement to the forms is indicated, most notably the intake and exit interview forms, and the Personal Development Plan form. Information regarding reoffenses was a source of concern in the evaluation. While the implementing agency maintained data on reoffenses, the precise definition of “reoffense” remains unclear, and the official source for this data must be established.

The Qualitative Analysis provided information critical to gaining an in-depth understanding of the participants’ actual experience of the programme, specifically the curriculum delivery and the processing of the information presented. Through this analysis, it was possible to assess the degree to which the delivered curriculum reflected the planned curriculum. The session by session analyses revealed that the sessions were adequately delivered and followed the prescribed curriculum. Nonetheless, some weaknesses and omissions were identified in the curriculum itself and it is imperative that these curricular adjustments be addressed.

Based on the findings from both the Process Evaluation and the Qualitative Analysis, it can be asserted that programme fidelity was maintained and that the Man to Man Batterer Intervention Programme was implemented in full accordance with the Partnership for Peace programme model. Further, the programme’s records and assessment tools did, for the most part, capture the required information.

Since the Man to Man Batterer Intervention Programme was implemented according to the PfP model, it is then expected that the proximal outcomes identified in the programme’s logic model would be achieved. The Qualitative Analysis of the Participant sessions provided insight into the extent to which these expectations were met. The power of qualitative data is that it allows the participants to speak for themselves. Through a systematic analysis of the primary data, it was possible to identify emerging themes that could serve as indicators of acquired knowledge, skills, and attitudes. Of the six outcomes, two were fully met and the remaining four were partially met. The curriculum should be reviewed and modified based on the session analyses provided in this report.

The final outcome for the Partnership for Peace programme is that men will stop the violence in their lives. This distal outcome was to be measured by the recidivism rate of the men who completed the programme; however, official data from the court system was not available or provided. The implementing agency compiled data on re-offenses that was acquired unofficially. Based on the reports from LACC, of the 136 men who successfully completed the Man to Man Batterer Intervention Programme in Grenada during this evaluation period, only 10 of the men re-offended. This represents a seven (7) percent recidivism rate, but this finding should be interpreted with some degree of caution. While it is a very promising indicator, this important outcome should only be measured using official data. Efforts must be made to acquire the official data on re-offenses from the court system.

Based on this evaluation, the Man to Man Batterer Intervention Programme in Grenada was implemented in full accordance with the Partnership for Peace programme model and has achieved in full or in part, all of the programme outcomes. Recommendations for programme improvements to the PfP model are suggested.

# APPENDICES

##### Appendix A—Participant’s File Monitoring Template



**Partnership for Peace**

**A UNIFEM Violence Intervention Programme**

**PArticipant’S FILE Monitoring Profile**

***This document should be attached to each participant’s file. Use this template to monitor the content of each participant’s file. Please note that only signed documents (where ever required) are considered complete.***

**Participant Demographics**

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Contact Information:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Referred by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

File initiated by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Cycle enrolled into:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Did the participant complete the program? [ ]  Yes [ ]  No Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Program Policy Statements**

|  |  |  |
| --- | --- | --- |
| **Date Entered** | **Date Removed** | **Policy Document** |
|  |  | Programme Rules |
|  |  | Substance Abuse Policy |
|  |  | Confidentiality Policy |
|  |  | Request for Confidential Information |
|  |  | Absence Policy |
|  |  | Progress Notes |
|  |  | In-take Interview |
|  |  | Exit Interview |
|  |  | Attendance Sheet |
|  |  | Personal Development Plan |
|  |  | Court Report |

**Additional notes:**

**Re-Offense**

***If the program becomes aware of the participant or graduate re offending, please complete the following:***

Date of the incident:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of the reporting:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Type of Offense:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Have charges been filed against the individual? [ ]  Yes [ ]  No

**Additional notes**

**Repeats**

***If a participant has been ordered by the courts or program to re-enroll into a new cycle, complete the following segment:***

Date of Initial cycle:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date of Reinstatement:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Status of the participant’s file:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Recommended by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Approved by:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Additional notes:**

**Contact Log**

|  |  |  |
| --- | --- | --- |
| **Date**  | **Type of Contact** | **Comments** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Additional notes:**

##### Appendix B -- Suggested Modifications for PFP Intake Form

Page1

* **Include a Demographic segment**
* Request the following additional demographic information:
	+ Age or at least date of birth
	+ Hometown/Place of Birth
	+ Where do they currently live
	+ Ethnicity
	+ Religious Denomination
	+ Date of Intake Interview
	+ Interviewer
* Revise---How happy you are with your job?
	+ O-Not at all
	+ 1-
	+ 2-
	+ 3-Neutral
	+ 4-
	+ 5-Very Happy
* Revise—How often do you get paid?
	+ Ensure that the income reporting is per month
* Include an Unemployed Section
	+ How long have you been unemployed?
	+ Are you currently looking for employment?
	+ How do you maintain your daily expenses?

Page 2

* Do not understand the significance of reporting the partner’s children if they do not live with the PFP participant.
* **Include a Relationship segment**
	+ How many serious relationships have you had in your lifetime?
	+ When did your initiated your first relationship?
	+ What is your current relationship status?
		- 1—Never Married
		- 2—Common Law
		- 3—Married
			* If married, at what age did you get married?
		- 4—Separated
		- 5—Divorced
			* If divorced, at what age did you get a divorce?
	+ Do not understand the significance of reporting the name of spouses and dates of marriage.
		- Instead, ask for the name of the current partner, contact number and duration of the relationship (Start and end dates)

Page 3

* Do not understand the significance of asking for:
	+ Having you ever lived with girlfriend; and
	+ Requesting a listing of the relationships including dates

Page 5

* Consider consolidating this demographic information at the beginning of the intake form

**Partner Questions**

* Insert, if the victim is not your partner, what is your relationship status with the victim.
* The following questions seem similar:
	+ What kind of disagreements or arguments do you have with your partner?
	+ What do you argue about most?

Page 6

* Rephrase the following question—how do these disagreements or agreements go? What usually happens?
	+ What usually triggers most disagreements with your partner?
* The following questions seem similar:
	+ Have you ever really upset her?
	+ What things do you do that upset her the most?

**Violence History**

* Include emotional and verbal violence under the listing of violence history

Page 7

* Why are there two separate listing of violent actions? If there are no distinctions, consider combining the lists.
* Rephrase the following question—when was the first time any physical violence occurred in your current or most recent relationship?
	+ At what stage in your relationship(s), violence began?

Page 8

**Mental Status**

* Try to reframe the mental status segment with a positive introduction. The current framework makes it seem ambiguous.

Page 9

**Substance Abuse History**

* In addition to asking, how old they began drinking if they do not drink anymore, ask at what age they stopped drinking.
* Reconsider asking these questions—of the 30 days in the past month, how many days did you drink alcohol/drugs?
	+ Participants seem to have a hard time giving an estimate.

Page 10

**Personal History**

* Consider relocating this segment to follow immediate after medical and treatment history for a better alignment and flow of the interview.

**Life Satisfaction and Strengths**

* Consider relocating this segment to follow immediate after medical and treatment history for a better alignment and flow of the interview.

##### Appendix C -- Suggested Modifications for PFP Exit Interview Form

Page1

 **About Your Partner**

* The following questions seem similar:
	+ What kind of disagreements or arguments do you have with your partner?
	+ What do you argue about most?

Page 2

* Rephrase the following question—how do these disagreements or agreements go? What usually happens?
	+ What usually triggers most disagreements with your partner?
* The following questions seem similar:
	+ Have you ever really upset her?
	+ What things do you do that upset her the most?

##### Appendix D: Dedoose Code Trees

**Dedoose Codes for Participant Sessions**

|  |  |
| --- | --- |
| GENERAL CODES  Perceptions  Relationships  Trust  Power  Respect  Tension/Stress  Personal Accountability  Personal Development Plan  Knowledge: Remember Main Points  Recap  Conflict Practice  Programme Satisfaction  Self-knowledge  Other Useful InfoSESSION CODES Orientation Responsibility Programme Rules Choice  Types of violence  Programme Goal  Respect Understanding and Managing Feelings - Anger Management  Cycle of Violence  Describe anger Self-Control Time out  Cool down  Self-talk  Other Understanding and Managing Feelings - Managing Transitions Stages of Life  Identify life stages  What is normal  Learned at each stage Problems at different stagesEffective/Ineffective Communication Name Calling  Gender Differences  Listening Paraphrasing Clarifying Using feeling words Summarizing 2-way I-statements Body language Positive self-talk Elements of Communication Conflict Resolution  | SESSION CODES, cont.Family History Father's behavior impact Mother's behavior impact  Partner's parents' impact  Reflection on self - attitude towards women  Reflection on partner - attitudes towards menManhood  Changing belief system  Manhood beliefs (and origins)  Gender stereotypes  Appropriate/Inappropriate Male Behaviors  Link Beliefs to Violence  Examples of nonviolent actionsWomanhood  Change relationships via mutual respect  Attitudes  Beliefs about womanhood (Origins)  Cultural views of womanhood  Equality of sexes Power & Control  Tactics to maintain  Relationship impact  Power sharing/Respectful relating  Choosing nonviolence Sexual Health  Sexual beliefs and attitudes  Male-female differences  Preventing sexual violence  Negative consequences of sexual behavior Fatherhood  Effects of Violence on Children  Father Role/Healthy Parenting Identify child problems Stress Management  Reactions to stress  Types of stress  Coping with stress  Identify maladaptive coping Substance Use/Abuse  Substance use and violence  Family history of substance use Domestic Violence & the Law Spirituality & Culture Relapse Prevention Relapse Prevention Plan CROSS-CUTTING CODES Knowledge Attitudes Practices |

**Dedoose Codes for Victim Interviews**

|  |  |
| --- | --- |
| Descriptors  Age - victim  # children  Age - partner  Length of relationship Relationship history  Description  Length  Good qualities  Bad qualities  TacticsControl of activities/contacts Hold you back Accusations, jealousy Ridicule - religion, class, ethnicity, etc.Harm Throw, smash, etc. Abuse - financial Abuse - psychological Abuse - physical Isolation Job impact Scope of violence Feelings of fear Life Threats Threats Sexual encounters Relationship with children Threat/abuse children  | Life history - violence  Experience of violence as child  Viol in parental relationship Threats re school Suicide Role of drugs & alcohol Man to Man Programme  Support/Recommend  Programme knowledge  Change in partner Change in self  Responses to violence Needs Reducing risk  Knowledge  Resources Social Services  |

**Dedoose Codes for Stakeholder Interviews**

|  |  |
| --- | --- |
| DescriptorsArea/title # years experienceAwareness of domestic violence % of cases domestic violence # of cases/year Definition Types of incidents  Most violent  Most common Trends Most common issues Perpetrator description Victim descriptionVictim safety  Pre Man to Man Programme - handling of cases  Man to Man Programme  Programme ratings  Overall SignificanceProgramme awareness How introduced/ initial impressions  Ideal candidate  Most liked aspect  Updates  Completers  Issues  Temp or permanent charges  Reoffenders  Does M2M address other social issues  Satisfaction  Referrals  Relationship with programme staff Programme Improvement General domestic violence issues Concerns about charged men Concerns about victims Most likely to be charged Unreported cases Causes  Who is at risk  | Relationship between domestic violence & risky behavior General perception of domestic violence in society Importance of specialty staffing Suggestions to improve legal system Prevention ideas  |

##### APPENDIX E: Sample Case Excerpt – Victim’s Description of Domestic Violence Incident

*Respondent: yea I don’t mind talking about it. Yea because it happened just recently Monday night yea…*

*Interviewer: What happened?*

*Respondent: Well we went by an aunt of his to watch wrestling and talk about my job came up. So she asked me if I had was to work the next morning; and I told her yes. They ask me, what time? I told her from 8 and he told her until 10:30, so she told me I should be working for over a thousand dollars but I told her no, it’s not so. She tell me work like this, ah suppose to be working for over a thousand dollars because of the hours. He tell her I usually come home late, like after twelve, one in the morning and that that work is slave work. So we left after and we were going to his grand mother house. And while going up there, as we on the front step I told him, my work is not slave work and he must not come down on me and my job because I love my job and I don’t mind working the hours. Right. So he went inside, I went inside, I put back a book I took from there and then I came outside and I sit on the step at that time I wanted to pee. Since before we go by the aunt, I wanted to pee and I was uncomfortable so I sat on the step by his grandmother’s house and then after I got up and go and pee. When his other aunt told me good night, I told her good night and I left going. So he called after me and said, “Slow my steps.” So I asked him, “what?” So I continued walking. So he told me again just slow my steps. So I ask him, I say what you want me to do? Stand up and pee myself for you? I’m not doing it. I’m going and pee. So I left and walked down to a dark area, which I could pee. After I pee, he was coming outside my area, he told me my mother stink. So I ask him, “what you mean by my mother stink?” So I told him the “F” word. So he ask me if I really mean it, I said yes I mean it. I say you can’t tell me my mother stink, when I know my mother love me and care for me so much. So what you want me to tell you, not F-U. So he start holding me in my throat and I was pushing him away and telling him to let me go. After he let me go and he start talking saying I want to threat him like a dog and handle him how he…how I want and treat him how I want and he wouldn’t tolerate this stupidness from me. So I tell him anytime he hold me in my throat, I not leaving it like that. So I turn and I started running towards the grandmother’s house, to get a phone call. While running now, he happen to catch up on me because he ran after me too. He catch up with me and he hold me at the back of my shirt. And then he started holding me at the back of my throat and I was fighting to push him away. And I they telling him, let me go, let me go and while he was holding me, he was holding me so, so tight that... like I was blanking out… I couldn’t see nothing after that. And when he ease up a bit, he started screaming and bawling and telling him to let me go, what he choking me for, let me go, am not leaving it like that. And then he start holding me and pulling me by my hair and pulling me down the road. And an aunt heard what was going on and she came out and she told him, “what you doing the girl that for, let her go, let go her hair.” And he wasn’t letting go. She had to come in the front of the two of us and hold his hand and try to loosen it from my hair for him to let me go. So she ask him, “what you doing the girl that for?” So he turn and tell her that I’m disrespectful and how I could tell him F him. So I tell him, you tell me my mother stink, so I don’t like that. I say you hurt me in a way that I don’t like, so why can’t I hurt you in a way you don’t like. I say one thing, I rather curse you than hit you. I say it have enough times you tell me things that I don’t like, and I does get so mad and I does want to box you or take a knife and cut you somewhere but I just does not do it because I respect you. Why you have to hold my throat. That is disrespect and I don’t like it. Don’t hold me and choke me, you understand. So she aunt told him, that even though she told you something and you don’t like it, you have no right to hold her in her throat and choke her. So he wanted to hold me and I keep moving and I told him don’t touch me, I don’t want him to touch me, you understand. Because I ain’t hit him, I told you something that you did not like, you tell me something I don’t like, do not hit me. He tell me the reason he does want to box me up and do me all kind of thing is because of my mouth and I too disrespectful. So I turn and tell him, “you tell me so much of things already, you know how much things you tell me that hurt me so bad and I don’t even say nothing, I just keep quiet and I just keep cool. And then if you really get me vex, I does just tell you back something that would hurt you. She turn and tell him well woman is a kind of people, you tell a woman she eye black; she tell you your eye black, blue and pink, you understand. And you have to learn to accept that. He tell her, I trying to make him look as if he is the bad one. She say no it’s not about you is the bad one, even though she tell you something, you have no right to choke her. And then she was telling about her experience with her children father and how he used to threat her and thing and how she can’t touch a spot in her head because he took a [....] and hit her right in her head with it. You understand so she tell me if when he reach down home and he do me anything again, she is wiling to stand up against him in Court as a witness, you understand. So he tell her to tell me now that I should behave myself. I say what I doing, I say look am not cheating on you, am not having no next man, am not having a next man calling my phone or telling me anything. The most I does do is just curse you. And then he start telling her about a movie that I told him about because he told me I don’t know the movie that I was vex. I said I was not vex. I was not vex, you told me I didn’t know the movie, I understand and I accept that, you understand. I mean… I tell you… he didn’t have any right to choke me. And she start counting… his aunt start counting the ridges on my neck and on my face. And she say this is the amount of ridges on her, if tomorrow I see more, I bringing her by the police station and I making her file a case against you. Yes so we started talking and I tell her look what happen and this is not the first time. Look we go in Court for it and shortly after Court…after we finished with the case and everything, he hit me again. You understand and how he disrespect, coming up Maurice Bishop Highway and telling me that I is a bitch and how my cunt stink and all kind of thing like that. And I just ain’t saying nothing and my mouth was swell up so bad because I had a teeth in my mouth that was giving me problems and my mouth swell up so bad and hurting so much, I just didn’t have to say nothing. She tell me when he’s talking, hush me mouth. I hush my mouth so many times when he talking, I ignore him and you know what he usually do? Hold my mouth and squeeze it up and tell me how he is talking to me and boxing me up in my face. I say if you doing that when I hushing my mouth, is best I answer… is best I answer back, you understand. Then he is telling me he is sorry, but I tell him, he’s not sorry because if he was sorry about these things and them, he would never do it. You understand, he hurt me so …so bad. He went out…asleep out, came in the night when am home waiting on him to come home and worrying where he is. He got a girl pregnant, you understand. I… God give me the vision that it happen. I ask him about it, he box me in my face twice last year. I fell down, I didn’t even know me self for a whole night; the next morning I go to work with head ache. The Manager asking me, what is wrong with you? I say just a bad head ache I have a migraine and the tablets I taking not working, just to cover up the story. I go to work with scratches on my neck my co-workers asking me, what I letting the boy do me that for? I ain’t even tell them no story or nothing, I get so much blows for nothing at all and because of something I say, you understand. And I mean getting boxed down for a girl he had pregnant and after he told me about it, he told me it was a joke. My co workers come and tell me about it. Then again five months after, he come and tell me about it and he expect me to get this thing over me. I can’t get over this thing so easy. Because if he had come out straight out and tell me look I have a girl pregnant and I am very sorry, I would have understand and I would forgive and get this thing out of my mind. But he box me twice in my face for that. I can’t get over this thing so easy and this thing hurts. And every time we have an argument I will always tell him about it. Because I know to my self, he never treated her that way as how he treat me. And I told him Monday night that the way that he talks to me and treats me; he doesn’t treat other people so. And he tell me am partly correct. I said no, am fully correct. And then tells me that he loves me, I said no. he doesn’t love me, if you love me you will never… he will never do these things. I don’t know what am saying, I don’t know what love is. I Say I know what love is, and I know what love feels like and you don’t love me as much how I love you. Yea because all who talks to, all the girls he’s been around when he is sick none of them never there. When he is sick, I do my best I go all out; when am sick he’s not around. Imagine I had tension head ache for four days, I get the prescription, I get the money, he went on the Saturday to get it. Since early, since before 7 O’ clock and I waiting on the medication, I vomiting, my head hurting me, I can’t get up, I weak, I wondering where he is. Quite 5 O’clock the evening my tablets come up on a bus and where he is, town. I does always tell him, when I need him to be around, he is not around. He is telling me that he needs my support and I tell him well I can’t give him support because when I giving him all the support he doesn’t want it. He is not accepting my support, so he has to get support on his own. Monday night I don’t know what all this is for because I told him about it already; don’t come down on my work, I love my job and I value my work. And my work when I get pay, I help him out, when ever I get pay I give him something. If he wants a shoe, he gets a shoe. Look I was suppose to buy a shoe last month and I ain’t buy the shoe, he ask me for two hundred dollars to buy a shoes and a pants, I see he really needed a shoes, in truth and he really needed a pants, I give him the money and I stay without. So I don’t know what this think is called for, I even told my boss about it because she asked me about the bruises on my neck. A lot of people ask me about it, and I feel so embarrassed and so ashamed; whole day yesterday I crying because am not at peace am not …. I don’t like it. Imagine he cuff me in my head and knock me down because i was pulling my bag away from him so I can put some clothes in it, so I can spend some time by my father. And if am in an argument and I have to go by a relative, he go tell me am not going and if I feel I going anyway, am not going. My boss she told me she wants me to travel with her, you know, she wants me to see about the children while on vacation or if there is an emergency. She tell me well talk to him about it, so I talked to him about it. He tell me what, how I feel I boarding a plane, he’ll get a gun and pull a trigger to my head. I said yea well go ahead and pull the trigger. Because am not going to let you stop me from boarding a plane and he tell me am not going behind no African woman. I say you can’t tell me that. I tell him straight up am not married to you and I have a right to make decisions in my life … making decisions for me, you understand. I talk to my mother about it, what decision she go make because she is responsible for me once she is alive. She tell me she don’t know and am not living at her so she doesn’t become responsible. I say mommy it’s not like that. I say once you’re alive you’re still responsible for me. I say if I dead tomorrow, you responsible to bury me because am your daughter. So she tell me well if there is an opportunity she will advice me to go ahead, you understand, and he threaten me so many times. He tell me … in an argument he told me if I did anything stupid, he will kill me and is what he won’t do me. How he feel to box me and hold me head and bang it against the wall and this morning he telling me to go on the beach on Monday, which is a holiday and I tell him am not going on the beach with him because you could never tell what could happen on the beach. I say what you want to kill me now, he tell me well no it’s not like that. I say it’s not like not like that and next thing … it’s not like I coming down on your, it’s that you’re threaten me so many times that I don’t trust to go any where with you because I could never tell what you could do. You understand, oh you like to think negative. I say it’s not about negative, I say you’re the one that have it like that because if you wasn’t threatening me so much, I would feel comfortable, feel free and feel secure to go somewhere with you but I’m not comfortable, am not secure, you understand. I don’t trust.*