

KIRIBATI FEDERATION AOTEAROA

**ENHANCING FAMILY WELLBEING
TRAINING MANUAL
2019**

A Training Curriculum and Facilitator's Guide for Kiribati Communities in
New Zealand

BOUTOKAN TE MWERAOI

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Contact Details

Dr Janet O'Connor
Secretary
Kiribati Federation Aotearoa
Auckland New Zealand

Phone: +64 (0)21 02585799
Email: janetoconnorkir@gmail.com

1.1 Acknowledgement

This training manual was developed by the Kiribati Federation Aotearoa Incorporated (KFA) under the advice of the Ministry of Social Development, New Zealand for the Kiribati community in NZ.

The purpose of the manual is to train Kiribati people to train other Kiribati in New Zealand on prevention of domestic violence in the Kiribati homes and communities in the country.

The training manual structure is derived from the World Health Organisation training manual. The content was prepared and written by the KFA writing team comprising of Janet O'Connor, Mrs Rose Namoori-Sinclair and Ms Betuao Chung, who graciously volunteered their own time for the work.

KFA pilot tested the training manual in West Auckland on 2 December 2018, with the West Auckland Kiribati Association (WAKA) members. Funds for the pilot training was successfully sought by the Pasifika Migrant Services Trust from a Lottery Community grant, Internal Affairs, NZ.

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1.3 Acronyms & Abbreviation

CEDAW	Convention on the Elimination of All forms of Discrimination
KFA	Kiribati Federation Aotearoa Incorporated
MSAP	Maneaba Strategic Action Plan
MSD	Ministry of Social Development
PMS	Pasifika Migrant Services Trust
TM	Training Manual
WAKA	West Auckland Kiribati Association
WHO	World Health Organisation

1.4 Definitions

Family violence	Family violence is defined the same as Domestic Violence as: “violence against person by any other person with whom that person is, or has been, in a domestic relationship”. It includes physical abuse, sexual abuse and psychological/emotional abuse. (Domestic Violence Act 1995)
I-Kiribati	A person who has Kiribati ancestry through birth, adoption or marriage including those born in Kiribati, NZ and other countries
Kiribati community	Group of Kiribati people who share common community interests and participate in the same community activities
Boutokan te Mwerai	Enhancing Well-Being

2 PART A: THE TRAINING CURRICULUM

2.1 Introduction

The manual has 4 modules; module 1 provides background to a selected number of NZ Legislations that have relevance to Kiribati People in NZ; modules 2-4 correspond to the strategic goals described in the Maneaba Strategic Action Plan (MSAP)¹. Contents of each module are structured so each module is a complete document on its own and independent of the other modules. However, it is strongly recommended that the first organised community training includes all four modules sequentially to allow logical flow between the modules, consistency and achievement of the desired outcomes. Focused training using any one module may be considered if feasible depending on community situations and circumstances, but it is highly recommended that focused training should always include module 1 which provides useful background information on NZ Legislation.

2.2 Background

This manual is the first of its kind: a manual written by Kiribati people to train exclusively Kiribati people on a problem increasingly affecting the well-being of Kiribati families in New Zealand. In recent years, there has been a tremendous growth in the number of Kiribati people to New Zealand, bringing with them strong cultural beliefs, some of which adversely impact the well-being of families through family and domestic violence. Despite advances made through policies like Convention on the Elimination of All forms of Discrimination (CEDAW), and other international and Kiribati government's initiatives, there is anecdotal evidence to suggest that this problem continues to persist in Kiribati and follows the Kiribati migrants to New Zealand where the laws and policies are much stronger and better enforced. It is imperative that Kiribati people be well informed and adequately equipped for *Boutokan te Mweraoi* in New Zealand, and to fully understand the New Zealand laws and policies that deal with the well-being of families. This training manual is intended to focus exclusively on training Kiribati trainers to work with Kiribati families and communities to understand how to apply cultural values to achieve *Boutokan te Mweraoi* or to enhance their well-being.

2.2.1 Purpose of the training

The purpose of the training is to create awareness among the Kiribati communities in NZ about root causes of family violence and how we as a community can prevent it using Kiribati cultural values that emanates from the Kiribati Maneaba system.

¹ Maneaba Strategic Action Plan, 2016-2019

2.2.2 Rationale

Family violence is a known problem in the Pacific population of NZ. Pacific peoples are 2x more likely to become offenders who commit serious family violence against a family member; Pacific students are 3x as likely as NZ European students to report witnessing adults hit children in their homes and Pacific children are 5x more likely to die from child abuse or neglect. It is projected that Pacific children will make up one fifth of all NZ children in 2038². These figures highlight the urgent need for concerted action for Boutokan te Mweraoi to enhance family wellbeing in our Pacific population in NZ. Although there are no specific data for the Kiribati communities in NZ, there is mounting evidence that family violence is an ongoing problem.

The Ministry of Social Development (MSD) identified and supported the development of the Boutokan te Mweraoi framework in 2015 which became one of the eight country frameworks alongside those developed by Cook Islands, Samoa, Tonga, Tuvalu, Tokelau, Niue and Fiji.

The Kiribati training manual to promote family wellbeing is a tool developed specifically for Kiribati trainers to train other Kiribati people and their communities throughout NZ on the Boutokan te Mweraoi. Engagement of young people in the programme will be encouraged. The key message of the manual is to remind the Kiribati community in NZ that Boutokan te Mweraoi is achievable, Kiribati culture (e.g. Te karinerine, Te tangira, Kakawakin te aomata) does not condone family violence and NZ laws forbid any form of violence on another human being. The Kiribati traditional proverbs (e.g. taotaona n nano, tai ira te moa n ang, and te mauri ba te tautau) that underpin Boutokan te Mweraoi are also being promoted in this training manual.

2.2.3 Target Group

All Kiribati people living in NZ aged 18 years and over (refer to Definitions of I Kiribati above p/iv).

2.2.4 Expected Learning Outcomes

- Participants will understand the potential root causes of family violence and impact on Boutokan te Mweraoi in Kiribati communities
- They will learn how to apply messaging techniques and Kiribati core values effectively to promote Boutokan te Mweraoi
- They will be able to prioritise relevant community actions that are culturally appropriate and legally acceptable for the promotion of Boutokan te Mweraoi in the Kiribati communities in NZ
- They will gain confidence to train other Kiribati trainees to become trainers
- They will be committed to participate in the rolling out of MSAP in Kiribati communities throughout NZ

² Understanding Family violence. Pacific Peoples of NZ, June 2016.

2.3 Course Objectives and Outline

2.3.1 Objectives

- To train Kiribati trainers on key aspects of the promotion of Boutokan te Mwerai in the Kiribati communities in NZ
- To achieve Te Mauri, Te Raro ao Te Tabomoa (health, peace and prosperity) for our Kiribati people by practising the Kiribati cultural values of Te Karinerine, te Tangira, ao Kakawakin te aomata.

2.3.2 Duration

- The course is conducted over 3 days, with a total of 21-24 hours of module time, generally comprising 7-8 hours per day.

2.3.3 Outline

Module Title	Session	Duration	Methods/tools/Resources
DAY1 Module One: Family violence in Kiribati community and NZ Legislation	Formal workshop opening	30 mins	Emcee
	1.0 Workshop welcome remarks & house rules & Paper games	10 mins	Law Enforcement expert; ppt slide 1,2, 3&4 All participants, interactive game of introduction. Encourage listening and understanding Slide 4
	2:0 Overview of module 1	10 mins	Expert leads discussion, interactive
	3.0 Definition and Different types of Family violence	45 mins	Law Enforcement expert. Slides 4-8
	4.0 NZ legislation	60 mins	Law enforcement expert, interactive discussion, slide 9
	5.0 Police roles/responsibilities	30 mins	Expert leads discussion
	6.0 Discussion of Protection orders etc	60 mins	Interactive discussions
	7.0 Feedback and Questions	20 mins	Interactive
Day 2 Module Two: Harness strong cultural identity as a way to create a positive environment to achieve Boutokan te Mwerai	1.0 Overview Module 2 – Kiribati cultural identity	10 mins	Slide 1
	2.0 Intro of purpose and learning objectives	15 mins	Why does Kiribati Federation Aotearoa want to invest in preventing family violence? Slides 2, 3
	3.0 Definition of culture identity	30 mins	
	4.0 Role of <i>te Maneaba system</i> , and related systems, eg <i>te utu</i> , <i>te kainga</i> ,	60 mins	Elders with strong Kiribati indigenous cultural knowledge share their knowledge. Facilitator

	<i>te kawa/mwakoro, bubuti</i> system:		encourage participant to ask questions. Slide 4
	5.0 Case study resource person	30 mins	Victim/perpetrator Slide 5
	6.0 Practice examples of Kiribati cultural values	40 mins	Participants split into three working groups to do some activities. Slide 6
	7.0 Groups report back	40 mins	Participants report back Slide 7
	8.0 Summary and wrap up	30 mins	Participants provide feedback, reflection or ask questions Facilitator provide information/answers when needed Slide 8
DAY 3 Module Three: Promote positive strength-based messaging to support healthy relationships and behaviour	1.0 Overview, content and definition	15 mins	Facilitator slide 2 & 3
	2.0 Objectives	10 mins	Facilitator, slides 4
	3.0 Learning Outcomes	15 mins	Facilitator, slide 5
	4.0 Current knowledge	30 mins	Facilitator, and participants interactive, discussion, brainstorming on how much participants know about strength-based messaging slide 6
	5.0 Strength base messaging components and concepts in relation to Kiribati cultural values	15 mins	Facilitator interactive discussion of the concept itself and what components positive messaging has, slides slide 7
	6.0 Group work Kiribati Core Values	45 mins	Group work on Kiribati corea and what they means to them.. Participatns will give example of these uses slide 8
	7.0 Happy Family	45 mins	Group discussion brainstorming, sharing of the findings groups of 3 or 4 slide 9
	8.0 Role play try again	45 mins	Groups, demonstrating the current conversation of the couples, then demonstrate how they would change the conversation into a positive and supportive one. Slide 10

	9.0 References	5 mins	Facilitator resources slide 11	interactive, availability
	10.0 Summary & Conclusions	5mins	Facilitator, Discussion on what has been covered, understanding slide 12	
	11.0 Questions	15mins	Questions from participants Interactive Slide 13	
DAY 4 Module Four: To build community connectedness and ownership to address family violence	1.0 Welcome, & introduction	10 mins	Facilitator: introduction	Interactive
	2.0 Overview of Module four and outline of learning objectives workshop objectives,	10mins	Facilitator, lecture; Slides 2-5	Interactive
	3.0 Wheel-	5mins	Facilitator, interactive lecture, brainstorming, slide 6	
	4.0 Public awareness actions-Activity 1: small group exercise- Awareness.	30mins	Small group exercise; slide 8	
	5.0 Public Awareness-Priorities.	30mins	Facilitator; Interactive discussion, slides 9-14	
	6.0 Community actions-Activity 2: class exercise.	20mins	Facilitator: Interactive discussion & brainstorming slides 15-20	
	7.0 Community-Priorities.	20mins	Facilitator: Interactive discussion, brainstorming	
	8.0 Parent & Caregivers.	20mins	Role play, slide 21	
	9.0 Parent & Caregivers-Role play.	20mins	Facilitator; brainstorming, slide 23	
	10.0 Role of church-interactive discussion.	20mins	Facilitator: interactive discussion, slide 24	
	11.0 Defining church priorities.	10mins	Facilitator: slide 25	
	12.0 Role of Education-small group discussion.	30mins	Small group exercise, slides 26,27	
	13.0 Role of Work place-	20mins	Class discussion; slide 28	
	14.0 Key messages.	5mins	Facilitator: slide 29	
	15.0 Resources and references.	5mins	Facilitator: interactive discussions; slides 30,31	
	16.0 Questions/Feedback;	20mins	Facilitator: interactive discussion, slide 32	
	17.0 Evaluation.	20mins	Facilitator- slide 33	
	18.0 Certificate presentation	20mins	Facilitator: Evaluation	
	19.0 Closing ceremony	40mins	Presentation of certificates to participants	

2.4 Teaching and learning methods and resources

2.4.1 Learning methods

Training manual is developed in English but the training will be delivered in the Kiribati language. The document will eventually be translated into Kiribati. Interactive and participatory teaching approach including role plays, group discussions, brainstorming, communication will be used to encourage participation.

2.4.2 Course Facilitators

Training resources will be made available through KFA committee and ultimately on the KFA website and Facebook page once they are active. The resource is prepared exclusively for Kiribati facilitators/trainers for training of Kiribati communities within NZ.

Course facilitators will be identified by KFA using its own selection criteria in consultation with MSD and other partners.

2.4.3 Course Participants

Course participants will be exclusively Kiribati people (refer to Definition of I-Kiribati people) ages 18 years old and over in NZ.

2.4.4 Teaching Resources

Teaching resources include guiding documents Boutokan te Mwerai, MSAP, recommended references, list and contacts of service providers, selected facilitators, invited guest speaker, other experts (law enforcement) and invited volunteers from various entities such as community, church, law. Other resources such as power point slides, projector, websites, computers, and printers will also be made available during the duration of the training period.

2.5 Assessment of performance and presentation of certificates

Only participants who complete the full training course can be assessed as having completed the course and will be awarded a certificate of completion.

2.6 Course monitoring and evaluation

2.6.1 Monitoring

There should be ongoing monitoring of the course work during the training to ensure that participants understand the materials and that the training achieves the intended course outcomes.

Trainers will also need to be monitored and observed especially when they deliver their first few training sessions for quality control.

2.6.2 Evaluation

Facilitators will guide the evaluation of the course work by participants at the beginning on Day 1(pre-test) and at the end on Day 3 (post-test) of the training. This will provide useful

information about the impact of the training and whether learning outcomes are achieved. Findings will inform future training planning and design, provide important lessons for facilitators and ensure transparency and accountability.

2.7 Module Description

2.7.1 Module One: Family violence definitions & NZ legislation

Purpose: To understand family violence from the NZ legislation perspective and the relevant laws applicable to the common violence issues faced in the Kiribati communities in NZ.

Learning outcomes

- Participants will learn different categories of family violence and their impact on people
- Participants will understand the meanings and implications of NZ legislation as applied to common family violence issues in Kiribati communities
- Participants will be able to design action plans to promote Boutokan te Mwerai.

Content outline

- Formal Workshop opening (30 mins)
- Session 1: Workshop welcome remarks & house rules & Paper games (30 mins)
- Session 2: Overview of module 1 (60 mins);
- Session 3: Definition and Different types of Family violence
- Session 4: NZ legislation (60 mins)
- Session 5: Police roles/responsibilities (60 mins)
- Session 6: Discussion of Protection orders etc (60 mins)
- Session 7: Feedback & Questions (10 mins)

Resources, activities and tools

- Law expert/Facilitator
- Power point slides
- White board and markers
- Laptop

2.7.2 Module Two: Harness strong cultural identity as a way to create a positive environment to address family violence

Purpose: To harness strong cultural identity as a way to create a positive environment to enhance family well-being.

Learning outcomes

- Participants will gain a better understanding of the significant role of the maneaba system as the rock and foundation of our Kiribati cultural values
- Participants will be inspired to have pride in their culture and identity
- Participants will be able to integrate the Kiribati cultural values in their day to day life – home, work and community in enhancing Boutokan te Mwerai
- Participants will gain a better understanding that Boutokan te Mwerai in the home leads to te Mauri, te Rai & te Tabomoa

- Participants will be able to apply the Kiribati cultural values rooted in *te maneaba* system in the New Zealand context.

Content outline

- Session 1: Introduction, overview of the programme/sessions, and opportunity to ask questions
- Session 2: Intro of purpose and learning objectives.
- Session 3: Definition of cultural identity
- Session 4 Role of *Te Maneaba* and other related systems *te utu, te kainga, te mwakoro, ao te bubuti* system
- Session 5 Resource person (victim and perpetrator sharing lessons learnt
- Session 6 Practice examples of Kiribati cultural values
- Session 7 Groups report back
- Session 8: Summary and wrap up

Resources, activities and tools

- Power point presentation
- Guest Speaker/s – Elders, Victim of Violence/Perpetrator
- Small group discussions
- Brainstorm
- Lyrics for family violence song to be played during tea/lunch breaks

2.7.3 Module Three: Promote positive strength-based messaging to support healthy relationships and behaviour

Purpose: To promote positive strength-based messaging to support healthy relationships and behaviour

Learning outcomes

- Participants will be able to define positive strength-based messaging strategies
- Participants will be able to apply messaging concepts using Kiribati Core values and strategies to prevent violence in their homes
- Participants will be able to train others on how to promote positive strength-based messaging as a tool in *Boutokan te Mwerai*.

Content outline

- Session 1: Over view of the session, Contents and Definition
- Session 2: Objectives
- Session 3 Learning outcomes
- Session 4: Current Knowledge
- Session 5: Strength based messaging components and concepts in relation to Kiribati core values and strategies
- Session 6: Kiribati core values Group work, what they mean to participants, their use in their homes to keep their homes happy, harmonious and safe. Examples on their use
- Session 7: Happy Family

- Session 8: Role play (Try again) Role play the conversation as it is written, using your tone, facial express, and actions as the slide stipulates then try again to make it into a strength based conversation. How does the first conversation make each participants feel. How does the second conversation make you feel?
- Session 9: Resources
- Session 10: Summary and Conclusion
- Session 11: Questions Time from participants

Resources, activities and tools

- Positive verbal communication
- Positive behaviours
- Group Work
- Dialoguing/Discussion groups
- Role play
- Summary of the days training
- Question time and Feedback on the day's session

2.7.4 Module Four: Build community connectedness and ownership to address family violence.

Purpose: To build community connectedness and ownership to address family violence.

Learning Outcomes:

- Participants will be expected to learn different categories of family violence
- Participants will learn the different community actions available in NZ for Boutokan te Mweraoi promotion.
- Participants will be able to prioritise relevant, culturally appropriate and legally acceptable community actions that are effective in the promotion of Boutokan te Mweraoi,
- Participants will be able to deliver the selected community actions that are appropriate for the Kiribati communities in NZ

Content outline:

- Session 1: Welcome participants, go over house rules, provide overview of day's work, recap of previous day's work.
- Session 2: Overview of module 4; slides 2-5 and explain each one
- Session 3: Introduction to Broader community led actions; Slides NZ wheel, slide 6 discussion
- Session 4: Awareness activities-small group exercise
- Session 5: Awareness activities- Priority actions
- Session 6: Community Leaders actions- interactive discussions
- Session 7: Community Leaders actions- Priority actions
- Session 8: Parents and Caregivers- Role play
- Session 9: Role Play
- Session 10: Church- interactive discussion
- Session 11: Defining Church priority actions
- Session 12: Workplace- interactive discussion

- Session 13: Workplace actions
- Session 14: Key messages
- Session 15: Resources & references
- Session 16: Questions/Feedback
- Session 17: Evaluation
- Session 18: Certificate presentation
- Session 19: Closing Ceremony

Resources, activities and tools

- Interactive lecture/discussions, brainstorming, reading assignments, information, role play, small group discussions, presentations by invited speakers (community leaders, church leader, law expert, presentation by victim of violence), music and video clips and power point slides.

3 PART B: FACILITATORS GUIDE

3.1 Introduction

The Facilitator's guide is a living document designed to assist facilitators in introducing and helping other I-Kiribati implement the training standards. It provides details of teaching methods, tools used, materials, practical activities, interactive discussions, and opportunities for sharing experiences and information. The guide also describes preparations facilitator need to make for each session and the resources required for the training. The guide should be reviewed and updated regularly to maintain its alignment to the NZ promotion of Boutokan te Mwerai standards and Laws.

3.1.1 Aim of the facilitator's guide

The Facilitator's guide sets out to provide guidance in the different methods and approaches used to train Kiribati community members in NZ ensuring that these approaches are practical, culturally appropriate and legally acceptable in NZ. Training methods, styles and resources used in this guide are not the only approaches to follow in this training. Trainers are encouraged to explore other innovative and practical methods and adapt them to local situation while keeping the aims consistent as follows:

- Provide a comfortable and supportive learning environment
- Encourage good communications, interaction and exchange amongst participants
- Maintain effective dynamics amongst the group
- Keep the training practical, relevant and culturally appropriate

3.1.2 How to use the facilitator's guide

The guide has four modules that describe NZ legislation and the three strategic goals of the Maneaba Strategic Action Plan which underpin this document. A description of each session is provided for each module in a logical sequence as they occur during the workshop. Adhering to the instructions and following the sequence closely as written in the Facilitator's guide will ensure consistency in the delivery of the training. The guide also provides tips and tools for preparing to facilitate community training workshop for the Kiribati community by Kiribati community trainers.

3.1.2.1 Module objectives

Module objectives provide overview of module purpose, outcomes and workshop achievements expected to be achieved by participants at the end of the workshop.

3.1.2.2 Module overview

The four modules comprising this training manual describes 44 sessions covered under three broad strategic goals of the MSAP and NZ Legislation. The aim of the manual is to provide background to NZ Legislation, and define key actions under each strategic goal that are relevant for use/application with the Kiribati communities in NZ to promote Boutokan te Mwerai. Module One provides insight into NZ Legislation; Module Two describes how the

Kiribati culture and core values enhance well-being; Module Three promotes positive, strength-based messaging as a tool to support healthy relationships and behaviour; and Module Four describes community led actions relevant to the promotion of Boutokan te Mwerai in the Kiribati context.

3.1.2.3 Duration

The course is conducted over 3 days, with a maximum of 24 hours of module time, (generally comprising 7-8 hours per day for a full training involving all four modules. Duration however will differ in focused training and time will depend on the module used.

3.1.2.4 Materials and preparation

Preparation (by facilitators/trainers) must include reading and understanding of the Boutokan te Mwerai framework and the MSAP, relevant aspects of the NZ legislation, and the training manual before the training begins and before each day. Check the facilitator's guide for the list of things that must be prepared for each session.

3.2 Step by Step Process

This section provides clear tips to the Facilitator on how the training needs to be conducted. Main activities involved in the training are described step by step as they follow each other right from the start of each day through to the end. This process ensures clarity and accuracy of the information and consistency in the delivery of the training.

3.2.1 Day One (module 1): Introduce family violence definitions and NZ legislations

Objectives:

- To explain definitions and acronyms used in Family violence
- To discuss NZ legislations relevant to Kiribati Communities in NZ

Preparations and Materials

You will require:

- Law expert to lead this discussion
- Power point projector
- A laptop
- White board and markers

Step-by-step process:

Formal workshop opening (30mins)

Session 1: Welcome remarks (10 mins)

- Opening prayer by Unimwane /Minita /Priest
- Welcome remarks by PMS chairman
- Overview of Workshop by KFA Chairperson
- Brief introduction by participants and other workshop attendees

Session 2: Overview of Module 1 (10 mins)

- Put up slide 1 and 2. Keep slide 2 on during the official opening. Emcee calls everyone to their seats. Welcomes everyone and introduces the workshop to the formal opening ceremony (30 mins)
- Put up slides 3. Go over Day One of the training (5 mins)
 - Put up slide 5- Please note “everyone to have a voice” as quieter people may get lost to those who are louder;
 - “what is said in this room stays here”;
 - “respect people’s privacy”.
 - Also, a reminder that the content of the training may impact those who have experienced DV, please let the trainer know if you need help or need to talk or see trainer after the session
- Put up slide 4. Introduce the ice breaker game (20 mins)
- Emcee introduces Law Enforcement expert and gives the floor to him/her

Session 3: **Definition and types of Violence (60 mins)**

Law enforcement expert to:

- Put up slides 5 to 8 one after the other. Take some time to explain the definitions on each slide and what they mean.
- Put up slides 7 & 8, explain that family violence is a problem in the Pacific population of NZ³. Although there are no formal reports about Kiribati population in NZ, anecdotal data from court proceedings, women’s refuge, Oranga Tamariki Ministry for Children and communities across NZ showed that family violence exists in the Kiribati community and is an ongoing problem.
- Explain that family violence sometimes involves:
 - women assaulting or abusing men (in most cases partners or ex-partners and often where both partners are involved in acts of violence)
 - older people being assaulted or abused by family members
 - young people assaulting or abusing their parents or other family members
 - siblings sharing a home and engaged in patterns of physical, psychological or sexual abuse
 - members of extended families engaged in patterns of physical, psychological or sexual abuse especially common when adult children remain living in the family home which we see more of given the housing crisis and the rising rental prices of houses in NZ
 - members of shared households assaulting or abusing others
 - abusive relationships between couples in a close relationship but not living together.
- Explain slide 9 “the Power and Control Wheel”
 - The Power and Control Wheel is a tool that helps explain the different ways an abusive partner can use power and control to manipulate a relationship. Social workers can use it to help victims recognise any of the warning signs in their own relationships

Session 4: **NZ legislations and what each one means (60mins)**

³ www.pasefikaproud.co.nz/.../PasefikaProudResource-Understanding-family-violence-i...

- Put up slide 10. Law enforcement expert must take time to explain each legislation and how it may apply to the Kiribati community in NZ. Interactive discussion should be encouraged to make sure participants understand these legislations clearly.
- Put up slide 10. Explain what they stand for and how they can be applied in the Kiribati context
- Although the focus of this Training manual is promotion of well-being (by prevention of family violence) Law Enforcement expert will need to explain how these laws can be applied to prevent family violence but also briefly discuss appropriate actions to take if violence has actually occurred, e.g. what to do, services/person to contact. Parenting orders is a set of orders issued by court to decide on parenting arrangements for the child. Parties concerned are compelled to obey these orders. Protection orders are also a service a victim of DV can apply for. Refer to NZ law.

Session 5: Police Roles (30 mins)

- Put up slide 11 to 15. Take time to explain each one clearly. Feedback time. Encourage participants to ask questions

Session 6: Different types of Orders (60 mins)

- Put up slides 16 to 21. Take time to explain each one. This should be interactive session too.

Session 7: Feedback and Questions (10 mins)

3.2.2 Day Two (module 2): Harness strong cultural identity as a way to create a positive environment to address family violence

Objectives:

- To gain a better understanding of, and have pride in their Kiribati culture and identity
- To be able to integrate Kiribati cultural values in their day to day life – home, work and community in enhancing Boutokan te Mwerai

Preparation and Materials

You will need:

- Data projector
- Laptop
- Screen
- Power point slides
- White Board
- White board Pens
- Flip Charts
- Felt Pens
- Guitar
- Lyrics for the Family Violence Song
- *Te mweaka* (token) for the guest speakers

Step by step process

Session 1: Overview of Module 2 (10 mins)

Display slide 1.

- Welcome participants. Orient them to the planned schedule for the day, including times for breaks and planned time when the day/lesson will end.
- Ask if there are any outstanding questions, issues or concerns they want to share from the previous module. Is there anything in particular that stood out for them from the previous module.
- Create an environment for an informed discussion, i.e. encourage participants that this is their workshop and they are expected to bring along their skills, knowledge and experience to address family violence.

Session 2: Background and context of family violence in Kiribati and New Zealand (30 min)

Display slide 2.

- Ask participants what they expect to achieve from the session
- Show the slide and explain why it is important that the participants achieve the above objectives.
- Ask them what they understand about *Boutokan te Mwerai* and how to achieve it
- Ask them why New Zealand government and KFA are interested in this topic
- Provide a brief background on the purpose of KFA relating to *Boutokan te Mwerai*
- Tell them a little story about the history of KFA, the Training Manual, *Boutokan te mwerai* framework, *te Maneaba* Strategic Action Plan, the Training Manual, and who were involved in the development and writing of the documents,
- Tell them how the Kiribati communities were consulted in the design and completion of these documents
- Tell them that these documents are special as they are written by Kiribati people for Kiribati people.
- Reinforce the message that the Kiribati government and the New Zealand government cannot resolve the issues of family violence alone. As Kiribati families and communities, and experts in our problem and solution, it is crucial that we participate in identifying the problems (cause and effects) and benefits of addressing the problem(s).

Session 3: Kiribati cultural identity (30 mins)

To achieve objective 1: To gain a better understanding of, and have pride in their Kiribati culture and identity

Display slide 3

- How do we go about doing this? It makes sense to start from who we are as Kiribati people, our identity.
- Ask participants what constitute the Kiribati culture and identity
- Understanding our Kiribati culture and identity as a basis, we can then recognise the values and knowledge we have and find ways in which we can promote *Boutokan te Mwerai* within our family, community, work., and New Zealand society.

Session 4: Role of *te maneaba* and other related systems – *te utu*, *te kainga*, *te mwakoro*, *ao te bubuti* system (60 mins)

Display slide 4

To achieve objective 1: To be able to integrate Kiribati cultural values in their day to day life – home, work and community in enhancing Boutokan te Mwerai, and apply them in the New Zealand's context

- Introduce a cultural expert
 - to share his/her indigenous cultural knowledge on the structure and role of the maneaba system and how it cements the Kiribati culture and identity (30 minutes)
 - Participants ask questions (10 minutes)
 - to talk about the role of te utu (family unit), te kainga (extended family) and te kaawa (village) in upholding the Kiribati cultural values (20 minutes)
 - Participants ask questions (10 minutes)
 - to talk about other cultural systems such as *te bubuti* system, *kakairua* and other systems that demonstrate the Kiribati core cultural values (20 minutes)
 - Participants ask questions (10 minutes)
- Present *te mweaka* (token) to show appreciation to the resource person for his/her great work.

Session 5: Case study resource person (victim and perpetrator) sharing lessons learnt (30 mins)

Display slide 5

- Introduce a resource person
- Ask resource person shares her/his experience
- Ask her/him to share what he/she could have done differently to avoid the problem
- Ask her/him to provide advice to the participants to learn from their experience to *Boutoka te Mwerai*
- Present *te mweaka* (token) to show appreciation to the resource person.

Session 6: Practice examples of Kiribati cultural values (40 mins)

To achieve objective 2: To be able to integrate Kiribati cultural values in their day to day life – home, work and community in enhancing Boutokan te Mwerai, and apply them in the New Zealand's context.

Display slide 6

- Split participants into 3 groups depending on the size of the group
- Ask each group to select one or two core cultural values based on the cultural expert's and resource person's presentation.
- Ask them to do an activity any way they want to demonstrate how such values are practiced to uphold Boutokan te Mwerai within te utu.
- Ensure they have the reference materials such as *Boutokan te Mwerai* framework and KFA's strategic plans as reference. (40 minutes)
- Each group can come up with any methods of demonstrating these values, e.g. role play, case study, story, etc.
- Ask them to report back in 40 minutes time,

Session 7: Groups report back (40 mins)

Display slide 7

- Each group presents their activity
- Ask the participants to ask questions and provide feedback to each group after their presentations.

Session 8: Wrap up & Summary of important points (30 mins)

Display slide 8

- Ask participants provide overall feedback, reflection or ask questions
- Provide information/answers as required
- Thank everyone for their great contribution.

Note to facilitator

This module emphasises and promotes the use and application of cultural values through our Kiribati Maneaba system as tools for preventing domestic violence. A Kiribati expert in the Maneaba system should be involved in the delivery of this module.

3.2.3 Day Three (module 3): Promote positive strength based messaging to support healthy relationships and behaviour

Objectives:

To achieve the MSAP goal of positive messaging as a way of Enhancing health and wellbeing of individuals and families by

- Generating discussion on positive messaging in relation to Kiribati core values and strategies
- Clarifying and highlighting the applicability of these values in our daily lives as a vehicle to keep our homes peaceful and harmonious.

Preparation and materials:

You will require the following:

- Power point slides showing definitions and selected legislation and slides 3-14
- Flip charts
- White board markers
- Copy of timetable
- Pen and paper
- Sticky notes

Step-by-step process:

Session 1: Overview of the day's session, Content and Definition (10mins)

Definition: *Positive strength-based messaging is an approach that focuses on positive strategies instead of negative or deficit of individuals. It integrates principles of social justice, such as inclusion, collaboration, self – determination, transparency and sharing of resources.*

Use slides 2 & 3

Session 2: Objectives (10mins)

The facilitator chooses to use slides 4 or just talk about objectives and first with the participants, involving the participants to interact with each other and the facilitator then quickly show the slides. In another case the facilitator may decide to show the slide as a guide to start the conversation.

Session 3: Learning outcomes (15 mins)

Show slide 5.

This session covers what the participants will get out of the session. There are three outcomes for this session:

- 1) Participants will be able to define strength-based messaging
- 2) Will able to use strength-based messaging in relation to Kiribati core values and strategies to keep their homes safe and harmonious.
- 3) Participants will be able to duplicate this session and train others to use these concepts to support their relationships within their family and the wider community 15 mins

Session 4: Current knowledge (30mins)

Show slide 6.

This session is to find out the current base knowledge on strength-based messaging. This is also a group work. Divide participants into 3 or 4 groups to discuss this. Let them chose their leader to present their work at the end of the session

- What is strength based and what does it mean to them
- Is strength-based messaging useful. If so how?
- Give examples of of strength-based messaging words or actions

Session 5: Strength based messaging components and concepts in relation to Kiribati core values and strategies (15mins) Extract the concepts from participants. You can just ask the partisans or write them on the board. Keep these concepts available as they will be used for session 7 (15 mins)

Show slide 7.

Facilitator discuss and interact with the participants to make sure they are clear on the meaning of the word “strength-based messaging” and its components.

Session 6; Kiribati core values (30mins)

Use the concept from session 6 for this group work.

Show slide 8.

Divide the group into three or four. The Groups need to choose their leader or speaker. Allocate one or two core values to each group to discuss and to come up with their finding on. The leader will present their work to everyone. What does the core value means to them

- How will they use it in their homes to keep their home a happy one
- Give two or three examples of the applicability of these core values in context or a scenario. They can use white paper, white board, or stickies.

Session 7: Happy Family (45mins)

Show slide 9.

- Facilitator put participants into groups of 4 so they can work together to provide answers to the questions presented on the slide. They can use the white paper to put their answers on by writing or use sticky notes, participants then choose a leader that can present their work to the whole room.

Session 8: Role Play-Try again (45 mins)

Show slide 10.

- Put participants into three groups of 4 and ask the group to have two people role play the conversation as it is on the slide. Another two will then role play the conversation that will show that it is an open and respectful and supportive conversation.
- The participants need to know that they have to use their facial expressions, tones and actions to make it live.
- Allocate 10-15minutes to each group to prepare for these activities, then let each group present the two conversation to the class

Session 9: References (5mins)

Show slide 11.

- Inform the participants on how to use these resources to inform your training. They may be interested in getting them. Show them how to obtain them.

Session 10: Summary and Conclusion (15mins)

Show slides 12 & 13.

- Interact with participants on what has been covered for the day and what has been learnt. May ask participants what they have learned or remembered from the session.

End of the session.

Note to Facilitator

Facilitator to remember to thank the participants for their attendance and their contribution to the session. And also, to remind them that their feedback is very important as it will inform future trainings.

3.2.4 Day Four (module 4): Build community connectedness and ownership to address family violence

Objectives:

- To define community actions relevant for the promotion of Boutokan te Mwerai
- To prioritise and support community actions appropriate for Boutokan te Mwerai in the Kiribati communities in NZ

Preparation and Materials

You will require:

- Power point slides
- Flip charts
- White board and markers

- Copy of timetable
- Pen and paper
- Evaluation forms
- Certificates for participants

Step by step process

Session 1: Welcoming remarks, recap of previous day's work and give overview of the day's programme (10 mins)

Display slide 1. Welcome participants. Orient them to the planned schedule for the day, including times for breaks and planned time the day/lesson will end. Ask if there are any outstanding questions, issues or concerns they want to share from the previous day. Is there anything in particular that stood out for them from the previous day. Note them down.

Session 2: Overview of Module four: Content, Purpose, and outline of learning objectives and outcomes (10 mins)

Introduce Module Four. Show slides 2-5. Discuss the learning objectives and learning outcomes expected of Module four. Explain the word 'prevention' is bolded under Objectives to illustrate the focus of the training which is about PREVENTION of family violence NOT INTERVENTION which is outside the scope of this document.

Session 3: Broader Community led Actions for Prevention of family violence (20 mins)

Module four describes how some cultural values and Kiribati proverbs can be incorporated in community led actions for the promotion of community wellbeing. The following will be applied; Te karinerine (respect), Te akoi (kindness), Te tangira (love and care), Tai ira te moa n ang (Don't act on first impulse), Te mauri ba te tautau, Bwaina te nano rinano (Be humble)

- Go to slide 6. Open the page on Coordinated Community Action for Preventing Family Violence (New Zealand VERSION [Annex\coordinated-community-action-wheel.pdf](#)). Briefly go over the lists shown on the wheel just to show the many different types of community led actions there are that play different roles in family violence prevention.
- Remind class that the focus of Day 3 is to identify and prioritise community led actions applicable and relevant for promotion of Boutokan te Mweraoi in the Kiribati families in NZ.
- Put up slide 7. Go over the priority list selected.
- Explain that community led actions involve community groups and organisations that play important roles in influencing the behaviours and attitudes of people in the public through different specialised approaches. Preventing violence in families will reduce the general levels of violence in the NZ society and will improve complex social problems like alcohol and drug abuse, suicide and other youth crimes⁴. Studies show that outcome of community led actions although do not occur overnight, make more sustainable impact on the overall prevention of violence (*implying enhancement of wellbeing*) at the community and societal level⁵ in the longer term.
- In this module, six community led actions and their roles in promoting family wellbeing will be presented, discussed and key points finalised. These are Public Awareness,

⁴ Working together to achieve Whanau wellbeing in Waitemata, Nov 2016

⁵ Community action toolkit to prevent family violence, Sep 2007

Community groups led actions, Parents & Caregivers, Church, Work Place, and Education.

Session 4: Public Awareness actions (30 mins)

This session will explore different public awareness actions that are appropriate to be carried out in the Kiribati communities in NZ to help sensitise the Kiribati public to family violence and promote family wellbeing. It will be a small group exercise.

- Put up slide 8 “Public Awareness-group activity”: Follow exercise outlined on the slide.
- Split class into 4 groups of 4 (depending on size of class), or into smaller groups if class less than 20. Let the small groups work on the exercises for 10 mins.
- Bring groups back for interactive class discussions. Ask one representative from each group to write their group’s points on the flip chart in the front.
- Review the list with class, brainstorm, encourage interactive discussion.
- Discuss and Refine list as necessary (20 mins).

Session 5: Public Awareness -listing priority actions (30 mins)

In this session, you will go over the list of public awareness actions that are culturally appropriate and practical to carry out in the Kiribati communities. The list forms key actions for awareness activities by Kiribati advocates to Kiribati communities.

- Put up slide 9 “Public Awareness actions”. Go over the five broad categories and key actions under each category. Each broad category and key actions under each will be presented and discussed in detail in slides 10-14 below.
- Check that participants understand actions listed on each slide, agree that they are all doable and easy to carry out, know how resources can be accessed for each one, which partners are appropriate to work with and how the messages are to be written/displayed and communicated to the public for each one.
- Put up slide 10 “Campaign-1”. Speech: It shows suggested steps to take when preparing public speech that is culturally acceptable. Invite discussions and note relevant comments.
- Put up slide 11 “Campaign-2”. Phone calls: It shows suggested approach that is culturally appropriate when reaching people through telephone. Go through slide.
- Put up slide 12 “Campaign-3”. House visit: It shows suggested steps to go through when making house visits. Emphasise respect throughout discussion with household members.
- Put up slide 13 “Media”. Discuss the different key actions under the Media category listed in Slide 9 above; television, radio, newspapers, Banner, Pamphlets, Facebook page etc. Spend some time to talk about each one and how they could be used to convey violence prevention information and messages.
- Put up slide 14 “Songs and Drama”. Discuss how songs and drama are used or can be used to convey anti violence message to the public.
- Put up slide 15 “Sport and Dance”. Discuss how sport and traditional Kiribati dance can be used to convey violence prevention messages.
- Put slide 16 “Victim”. If a volunteer who has been a victim of violence is present and happy to share her/his experience of violence, this will be the time to invite her to give a short account of her story. The class must be asked to be very sensitive and

empathetic and show support to the victim. If volunteer is not available, her/his story could be played (if available) to the class.

Session 6: Community group/leaders led Actions (20mins)

In this session, we will explore the maneaba system and examine specific cultural values, their relevance and application to the promotion of family wellbeing in a community group setting.

This will be class interactive discussion on the roles of community groups and their leaders and unimane in the promotion of family wellbeing.

- Put up slide 17 “Community & Leaders -Actions Areas”. Shows five broad areas listed; Explain that these five areas play key roles in promoting wellbeing in community group settings; Constitution, Training, Steering committee, Networking, Support and Referral.
- Break class into 5 groups. Assign each group one area each to work on (10mins).
- Put up slides 18-22 one at the time to show each group questions to work on:
 - For the Constitution Group the task will be to answer questions on slide 18
 - For the Training Group, answer questions on slide 19
 - For the Steering Committee group: Answer questions on slide 20
 - For Networking group: Answer questions on slide 21
 - For Support/Referral group: Answer questions on slide 22
- Get one representative from each group to go to the front and write answers on chart in front and discuss points(10mins)

Discussion points:

- Violence is a learned behaviour⁶ and it can be unlearned by watching caring and nonviolent parents/caregivers.
- Leaders could dedicate one month a year for their communities to celebrate end to family violence. This will help sensitise members and will gradually change their attitude and behaviour over time.
- By eliminating cultural and social norms⁷ that hold men in higher status than women, gives men the right to hit their wives, parents smacking their kids to discipline them, inter-ethnic stereotyping and disrespect;

Session 7: Community leaders priority actions (20 mins)

Show slide 23 “Community and Leaders Actions”. Go over the list. Add other relevant points to the list. Discuss the points for each area below.

Applying Maneaba system to constitution could include:

- Constitution should recognise and align itself to Treaty of Waitangi
- Forbid violence in any form in the community and during community events (te maneaba te tabo ni kamanomano)
- Forbid alcohol consumption or intoxicated person to participate in community meetings, events and any gatherings (consistent with tuan te maneaba, kawakina te rau); however apply due consideration (on case by case basis) for community members with addiction so they are not isolated

⁶ <http://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/>

⁷ WHO 2010: Violence Prevention; the evidence

- Forbid the use of foul language (consistent with maneaba system and its function as te maneaba te tabo n rau, bwaina te karinerine, tai ira te moan n ang)
- Maintain peace and respect members especially elders, leaders and unimwane ao unaine (bwaina te karinerine)
- Display and make available posters and pamphlets in community halls that speak against violence
- Include compulsory declaration of conflict of interest (CI) and how to resolve it
- Define objectives and ensure activities are directed at them

Applying cultural values to Training could include:

- Organise supportive training for community members such as
 - Positive parenting training in the community -to teach anger management and how to control temper (Tai ira te moa n ang), not to smack their kids (e tabu te oro)
 - Participate in school Anti-bullying programmes
 - Teach or role model equality to boys so that they learn to respect their female peers
 - Leadership training to teach members and youths positive leadership skills

Applying cultural values to steering committee could include:

- Form a steering committee that enforces respect, peace and equality in the community (karineia aine, ataei ao kara)
- Elect gender balance members that include men, and boys to model equality in families and all community's activities
- Include church and community leaders
- Engage men in Boutokan te Mweraoi activities e.g
 - Participating in community-based advertising and promotional activities. For example, Boutokan te Mweraoi campaign such as radio ads or promotional calendars with messages from local celebrities, sport figures and role models;
 - Promoting Boutokan te Mweraoi at public events and focus group meetings;
 - Leading community discussions on Boutokan te Mweraoi during community gatherings, including encouraging members to compose songs on Boutokan te Mweraoi etc

Applying cultural values to networking could include:

- Form network with communities and organisations that share same interest of promoting community wellbeing, e.g Police and Justice services, victims, media
- Show respect and genuine interest to work together
- Develop MOUs to formalise partnerships with committed partners e.g churches, and other agencies

Applying cultural values to support and referral activities could include:

- Show empathy to victim, remove victim from violence, promote Women's' Refuge where women and their children (under 18 years of age) can stay as long as they need (like in maneaba) until timely referral for proper services

- Provide culturally appropriate counselling by suitably skilled Kiribati minister, priest, unimwane, unaine or other mainstream counselling services if victim does not have strong religious ties. List of providers recommended by government are: <http://www.govt.nz/browse/family-and-whanau/separating-or-getting-divorced/relationship-counselling/>
- Involve community leader or unimwane to talk to both perpetrator and victim if appropriate (te kaioki)
- Refer victims to proper services. Provide a list of services with their websites (Women Refuge, Shine, Victim Support, Are you OK, Oranga Tamariki Ministry for Children)

Session 8: Parent & Caregivers Actions (20 mins)

Development of life skills in children and youth⁸ through school programmes plays a significant role in equipping them with the skills to protect themselves from violence. Developing nurturing relationships between parents/caregivers and their children promotes nonviolent behaviors. Fathers to role model to their children Te Karinerine (respect), Kakawakin te aomata ao Te Tangira and to teach their sons equality with their female peers (NZ White Ribbon)⁹. Participating in positive parenting seminars/training help parents learn how to control their emotions. Parents should also advocate for anti-bullying actions in schools and supporting prevention efforts in the wider community.

- Show slide 24 “Parents and Caregivers Action”. Discuss the list of actions for prioritised for Parents and Caregivers that are relevant for the promotion of Boutokan te Mweraoi in Kiribati communities. Ask if anyone has anything else to add to the list. Include them if relevant from the Kiribati context.

Session 9: Parent & caregivers-Role play (20 mins)

- Show slide 25 “Role Play”.
- Identify 8 volunteers to form 4 pairs. Each pair to perform the different role plays representing different situations as follows:
 1. Father confronted with his 8-year-old girl who has been bullied a few times (verbally, emotionally and at times physically) by her peers in school. She came home crying with some scratches on her knees she said from a fall because she was pushed. How should the father react? Some suggestions
 - a. Discuss issues with your child (maroro ma natim)
 - b. Tell your child bullying is not right and should not be allowed anywhere
 - c. Talk to child’s teacher
 - d. Parent to participate in school anti bullying programmes, and in parent-teacher conferences
 2. Husband angry with wife during a family dinner over some issues dealing with his two kids sitting around the table. What is the best way to deal with this. Some suggestions:
 - a. Parents to model good and respectful living, no screaming and exchange of harsh mean words,
 - b. Show respect to each other; tai ira te moan ang, taotao nanom,

⁸ WHO 2009: Changing cultural and social norms that support violence

⁹ <https://whiteribbon.org.nz/>

- c. If necessary, should wait until after dinner to sort out the problem when kids are gone
 3. Wife a full-time worker and a husband a full-time house-husband. How should husband support wife in her role as breadwinner. Some examples:
 - a. Husband to support wife by taking up house work like cooking, kids run, etc
 - b. Understand when wife gets home late instead of getting angry and jealous
 - c. Husband to show respect for wife and vice versa
 4. Father and a 12-year-old son. How should the father teach his son respect and equality to female peers. Some examples:
 - a. Teach son to respect girls and his sisters,
 - b. Father to stress no bullying allowed to girls anywhere
 - c. Parents should encourage sons to take on kitchen duties and house cleaning duties alongside their sisters
- Encourage the class to be supportive of 'actors' and to provide constructive comments. Note important actions.

Session10: Church led actions (20 mins)

- Invited guest speaker (Church leader- Tama ke Minita) will lead the interactive discussion.
- Show slide 26 "Role of Church". Invite a Pastor or Priest to give a talk from the scriptures in this session.
- Following the Pastor/Priest presentation, let the class do the exercise on the slide. Get the class to identify at least five priority actions they feel relevant and appropriate for their church in their Kiribati communities.
- Ask how the church can implement each one. Note them down. Allow interactive discussions.

Session 11: Defining Church priority actions (10 mins)

- Show slide 27 "Church's contribution". Shows 6 minimum key actions that the church can contribute towards prevention of violence in the community

Session 12: Education led actions (30 mins)

- Show slide 28 "Role of Education-1". Break the class into small groups. Ask each group to come up with 3-5 actions Education plays in the promotion of Boutokan te Mwerai. Allow 15 mins.
- Bring class back to plenary and ask reps from each group to write group's findings on white board at the front. Summarise points.
- Show slide 29 "Role of Education-2". Compare and discuss. Allow 15 mins.

Session 13: Work place actions (20 mins)

- Interactive Discussion.
- Show slide 30 "Actions in the Workplace". Go over each point and discuss.

- Give time for a person who has experienced violence in the work place to share with class if possible to make the session more meaningful. If volunteer is not available, give example or play a recorded story of a victim (if available).

Session 14: Key messages (5 mins)

- Read out the key messages on slide 31 “Key Messages”

Session 15: Resources and references (5mins)

- Put up slides 32 & 33

Session 16: Questions and Feedback (20 mins)

- Write points on white board.
- Discuss and jot points on the blank slide 34

Session 17: Evaluation (20 mins)

Show slide 35 “Participants evaluation of the training”

- Explain the purpose for evaluation (refer to section of the manual 5.0 above)
- Give out the forms, one to each participant
- Explain how the forms are to be filled. Name is optional
- Collect the forms to review later

Session 18: Certificate presentation (20 mins)

You should have identified the person to present certificate to participants before the workshop; could ask guest speaker or representative from the government if available or chairman of the community.

Session 19: Closing of the workshop (40 mins)

Note to the Facilitator

The aim of module 4 is to familiarise participants with different community led actions that contribute to the promotion of Boutokan te Mweraoi, roles of each one and how they can be coordinated at the community level to promote family wellbeing. The purpose is to prioritise top 3-5 community led actions that are relevant, culturally appropriate and legally acceptable to implement in the Kiribati communities in NZ. Trainers should explore other community led actions that may be relevant to the Kiribati community and are not mentioned in this module. Suggestions should be taken to the KFA committee for discussion and further actions.

3.4 Annex 1: Timetable

DAY ONE- MODULE 1 TIMETABLE

number	Sessions	start	end	length	who
	Formal opening	930:00 AM	10:00 AM	30	FACILITATOR
1	Workshop welcome remarks & house rules & Paper games	10:00 AM	10:10 AM	10	Law enforcement expert
2	Overview of Module 1	10:10 AM	10:20 AM	10	Law enforcement expert
3	Definition and Different types of Family violence	10:20 AM	11:05 AM	45	Law enforcement expert
4	NZ Legislation	11:05 AM	12:05 PM	60	Law enforcement expert
	Lunch	12:05 PM	1:05 PM	60	
5	Police Roles/Responsibilities	1:05 PM	1:35 PM	30	Law enforcement expert
6	Different types of orders	1:35 PM	2:35 PM	60	Law enforcement expert
	PM break	2:35 PM	3:05 PM	30	
7	Feedback and questions	3:05 PM	3:25 PM	20	Law enforcement expert
	END				
	total time			5.92 hrs	

DAY TWO- MODULE 2 TIMETABLE

number	sessions	start	end	length	who
1	Overview of Module 2-Kiribati cultural identity	9:00 AM	9:10 AM	10	Facilitator
2	Intro of purpose and learning objectives	9:10 AM	9:25 AM	15	
3	Definition of culture identity	9:25 AM	9:55 AM	30	Facilitator
	AM break	9:55 AM	10:25 AM	30	
4	Role of <i>te Maneaba system</i> , and related systems, eg <i>te utu</i> , <i>te kainga</i> , <i>te kawa/mwakoro</i> , <i>bubuti</i> system:	9:55 AM	10:55 AM	60	Facilitator
5	Case study resource person	10:55 AM	11:25 AM	30	Facilitator
6	Practice examples of Kiribati cultural values	11:25 AM	12:05 PM	40	Facilitator
	Lunch	12:05 PM	1:05 PM	60	Facilitator
7	Groups report back	1:05 PM	1:45 PM	40	Facilitator
8	Summary and wrap up	1:05 PM	1:35 PM	30	Facilitator
	Total			8.9hrs	

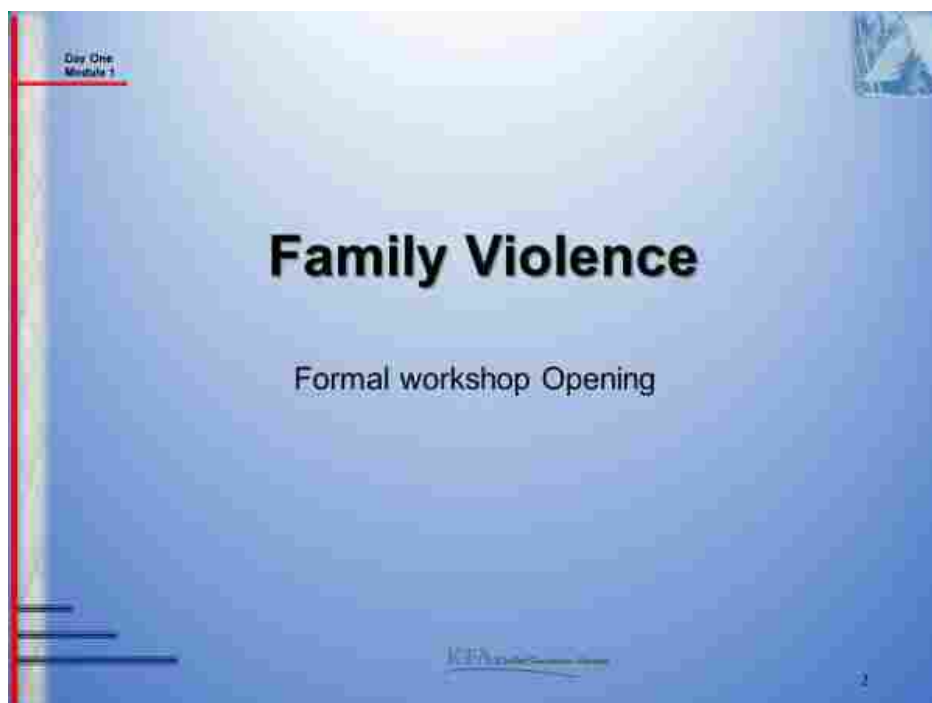
DAY THREE- MODULE 3 TIMETABLE

number	Sessions	start	end	length	who
1	Overview, content and definition	9:00 AM	9:15 AM	15	Facilitator
2	Objectives	9:15 AM	9:25 AM	10	Facilitator
3	Learning Outcomes	9:25 AM	9:40 AM	15	Facilitator
4	Current knowledge	9:40 AM	10:10 AM	30	Facilitator
	AM break	10:10 AM	10:40 AM	30	Facilitator
5	Strength base messaging components and concepts in relation to Kiribati cultural values	10:40 AM	10:55 AM	15	
6	Group work Kiribati Core Values	10:55 AM	11:40 AM	45	Facilitator
	Lunch	11:40 AM	12:40 PM	60	Facilitator
7	Happy Family	12:40 PM	1:25 PM	45	Participants 3 or 4
8	Role play try again	1:25 PM	2:10 PM	45	Facilitator
9	References	2:10 PM	2:15 PM	5	Facilitator
	PM break	2:15 PM	2:45 PM	30	
10	Summary & Conclusions	2:45 PM	2:50 PM	5	Facilitator
11	Questions	2:50 PM	3:05 PM	15	Facilitator
	Total time			6.5hrs	

DAY FOUR- MODULE 4 TIMETABLE

number	Sessions	start	end	length	who
1	Welcome, house rules, overview of days work, recap to previous days work	9:00 AM	9:10 AM	10	Facilitator
2	Overview of Mod 4.	9:10 AM	9:20 AM	10	Facilitator
3	Relevant Community Led actions	9:20 AM	9:40 AM	20	Facilitator
4	Public awareness actions- Activity 1: small group exercise- Awareness. Slide8	9:40 AM	10:10 AM	30	Facilitator
	AM Break	10:10 AM	10:25 AM	15	
5	Public Awareness-Priorities	10:10 AM	10:40 AM	30	Facilitator
6	Community actions- Activity 2: class exercise.	10:40 AM	11:00 AM	20	Facilitator
7	Community-Priorities.	11:00 AM	11:20 AM	20	Facilitator
8	Parent&Caregivers.	11:20 AM	11:40 AM	20	Facilitator
9	Parent&Caregivers-Role play. Slide 23	11:40 AM	12:00 PM	20	Facilitator
10	Role of church- interactive discussion. Slide 24	12:00 PM	12:20 PM	20	Church leader
	Lunch	12:20 PM	1:20 PM	60	
11	Defining church priorities. Slide 25-plenary	12:20 PM	12:30 PM	10	Facilitator
12	Role of Education- small group discussion. Slides 26,27	12:30 PM	1:00 PM	30	Facilitator
13	Role of Work place-Slide 28	1:00 PM	1:20 PM	20	Facilitator
14	Key messages. Slide 29	1:20 PM	1:25 PM	5	Facilitator
15	Resources and references. Slides 30,31	1:25 PM	1:30 PM	5	Facilitator
16	Questions/Feedback. Slide 32	1:30 PM	1:50 PM	20	Facilitator
17	Evaluation. Slide 33	1:50 PM	2:10 PM	20	Facilitator
	PM Break	2:10 PM	2:25 PM	15	
18	Certificate presentation	2:25 PM	2:45 PM	20	TBC
19	Closing ceremony	2:45 PM	3:25 PM	40	Unimwane
		3:25 PM	3:25 PM		
		3:25 PM	3:25 PM		
	Total time			7.67hrs	

3.5 Annex 2: Power point slides



Day One
Module 1

Content


- House rules
- Definitions
- NZ Legislations
- Police roles
- Protection Orders
- Feed back




3

Day One
Module 1

Ice Breaker (Paper Game)



- Half of the attendees pick up a name from the basket
- Go and sit next to the person on your piece of paper and start conversing. Facilitator will give you instructions




4

Day One
Module 1

Definition


- Family violence is same as Domestic Violence defined as:
 - "violence against (a) person by any other person with whom that person is, or has been, in a domestic relationship".
 - Includes physical abuse, sexual abuse and psychological/emotional abuse, economical/financial abuse, and intergenerational abuse



Day One
Module 1

Types of Violence

- Psychological and Emotional abuse
 - Threat
 - Intimidation
 - Harassment
 - Damage to property
 - In addition, psychological abuse is committed against a child if that child witnesses the abuse of a person with whom the child has a domestic relationship.
 - A single act of violence or a number of acts that form part of a pattern can be regarded as domestic violence
- Financial and Economic abuse
 - Common if a woman or housewife does not earn money



Day One
Module 1

In NZ, family violence is usually about

- men assaulting or abusing women (in most cases partners or ex-partners)
- parents or caregivers assaulting or abusing children
- children involved in or witnessing acts of violence in the family.

This also happens in Kiribati Communities in NZ



Day One
Module 1

Is this a problem for Kiribati in NZ?

- Anecdotal evidence from:
 - Court Proceedings
 - Women's refuge
 - Oranga Tamariki
 - Kiribati communities


Family violence is a REAL CONCERN in Kiribati communities throughout NZ



Relevant Acts	What they stand for
Care of children Act 2004	Prioritizes welfare and best interest of children
<u>Domestic Violence Act 1996</u> <u>(becomes Family Violence 2017 in mid 2019)</u>	The Act forbids violence in any form and gives victims the mandate to act
Oranga Tamariki Act 1989	More child-centered approach, including provision for young people who have been in care, as they reach adulthood.
Harmful Digital Communication Act 2015	It recognises that technologies can be used to attack people. A person who commits this offence is liable for an imprisonment of not more than 2 years or a fine of not more than \$50,000.
Criminal Justice Act 1987	Deals with enforcement action when orders are breached
Vulnerable Children 2014	Improves the wellbeing of vulnerable children
<u>Crimes (Substituted Section 59) Amendment Act 2007</u>	No rule of common law justifies the use of force for the purpose of correction.

Day One
Module 1

Prevention of Family Violence is the principle objective



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Day One
Module 1

Why is this important?

- One in three women experience physical or sexual violence from a partner in their lifetime.
- Internationally, family violence is the largest killer of women under 44 years of age.
- A child living in a home with family violence can have negative impacts on their physiological and social development, and increases their chances of becoming future victims and offenders of family violence.

KFA

12

Day One
Module 1

Family Violence – Report it.

- *“It takes a lot of courage for someone to walk through the front door of a Police Station to report an incident of family violence.*
- *Police should be prepared to give them the best possible service.”*

Family Violence Coordinator, 2014

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13

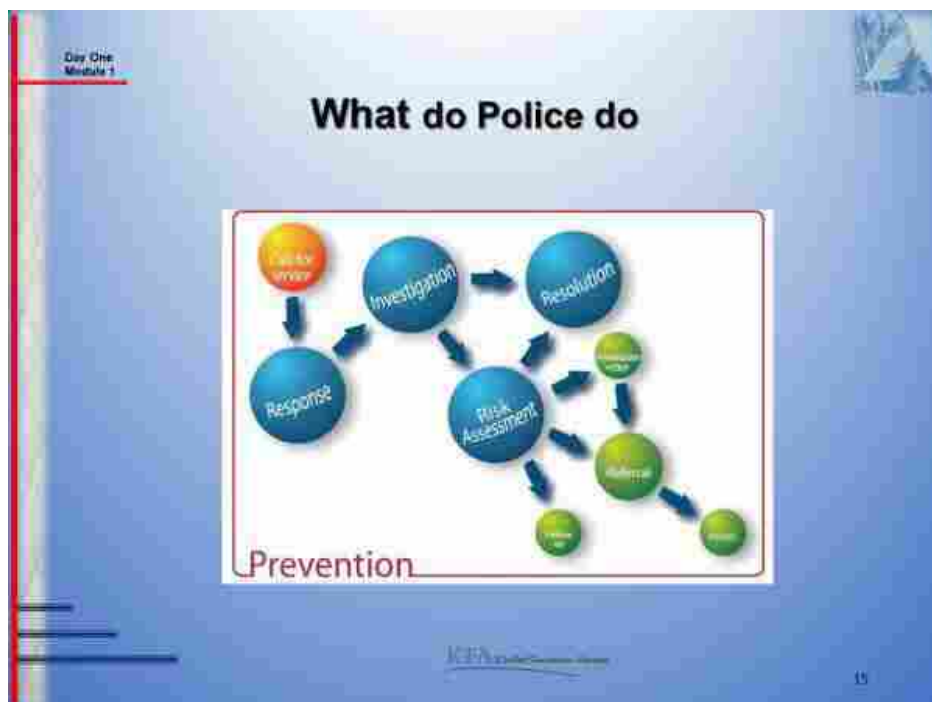
Day One
Module 1

Why do we have to get involved

- Family and domestic violence is a serious, high volume crime that heavily impacts on families and the community
- Family and domestic violence is also related to child protection, victim support and, on occasion, sexual violence.
- It should be noted that not all family and domestic violence incidents are crimes, although police involvement may still be required in order to minimise harm and support safety of victims.

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14



- Day One
Module 1
- ## Types of Orders
- Protection Orders
 - Police Safety Orders
 - Parenting Orders
 - Non Contact Orders
- KFA
- 16

Day One
Module 1

Protection Orders

Focus:

- A Protection Order is a legal order designed to protect a person (applicant) at risk of further violence by setting conditions for the respondent to adhere to.
- An order can also include any children (under that age of 17) living with the applicant, and other listed people.
- A Judge can issue a Protection Order if they are satisfied there has been domestic violence between the respondent and applicant.
- A temporary Protection Order lasts for three months, and a final Protection Order remains in force permanently, unless the Family Court agrees to discharge it.

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17

Day One
Module 1

Police Safety Orders (PSO)

- A PSO is an order that is issued by qualified police constabulary members at occurrences where there is, or has been, family violence.
- An order can be issued on the spot and can be in force for a duration of up to 5 days.
- A PSO has the same standard conditions as a protection order made in the Family Court and can be issued without the consent of the person at risk.

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18

Day One
Module 1

Parenting Orders

- A **parenting order** is an **order** made by the Family Court that says who is responsible for day-to-day care of a child (under 16 years of age), and
- when and how someone else important in the child's life can have contact with them. ...
- Day-to-day care and contact used to be called **custody**, and access.

KFA

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Day One
Module 1

Non Contact Orders

- The Victims' Orders Against Violent Offenders Act 2014 (VOVO Act) recognises the ongoing effect of serious violence on victims and enables the court, on application from a victim, to make a non-contact order prohibiting the offender from having any form of contact with the victim (a VOVO).
- This type of order does not apply to a victim of family harm or harassment where a protection order or restraining order would be the appropriate course of action.
- The orders will most frequently be served on the offender by either Police or Department of Corrections' staff.
- It is an offence to breach a non-contact order and Police are responsible for investigating all breaches and prosecuting where appropriate.

KFA

20

Day One
Module 1

Protect our families Protect our communities

We all have families:


- All family members deserve to feel safe and be safe.
- Firstly don't do it, remember, that FV when observed by Family members is perpetuated
- Report to Police or to an agency that can assist in stopping this from occurring otherwise it will probably continue.
- Community has to help

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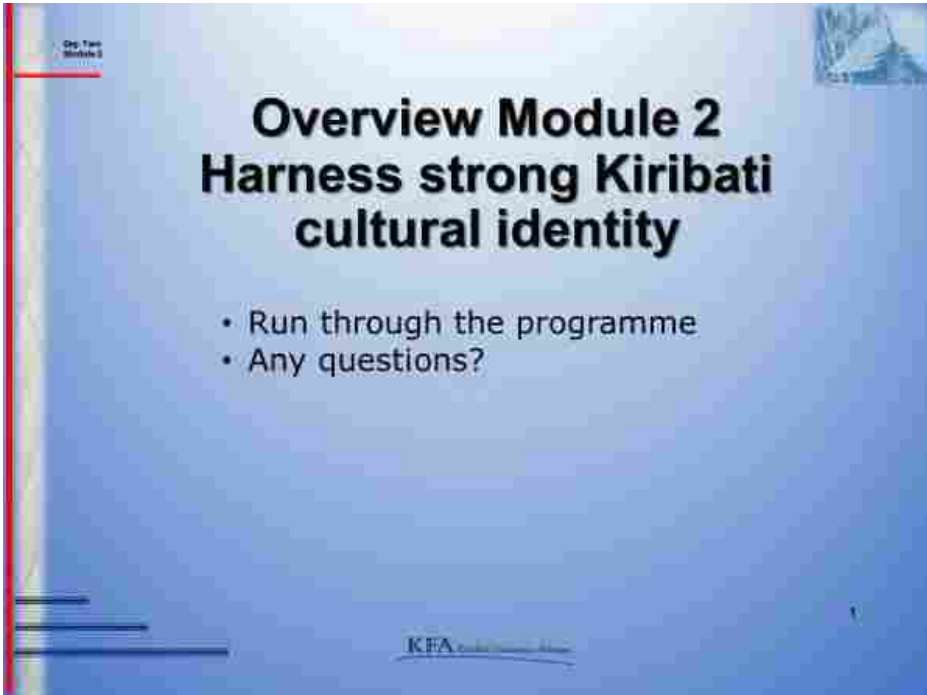
Day One
Module 1

Any Questions



KFA

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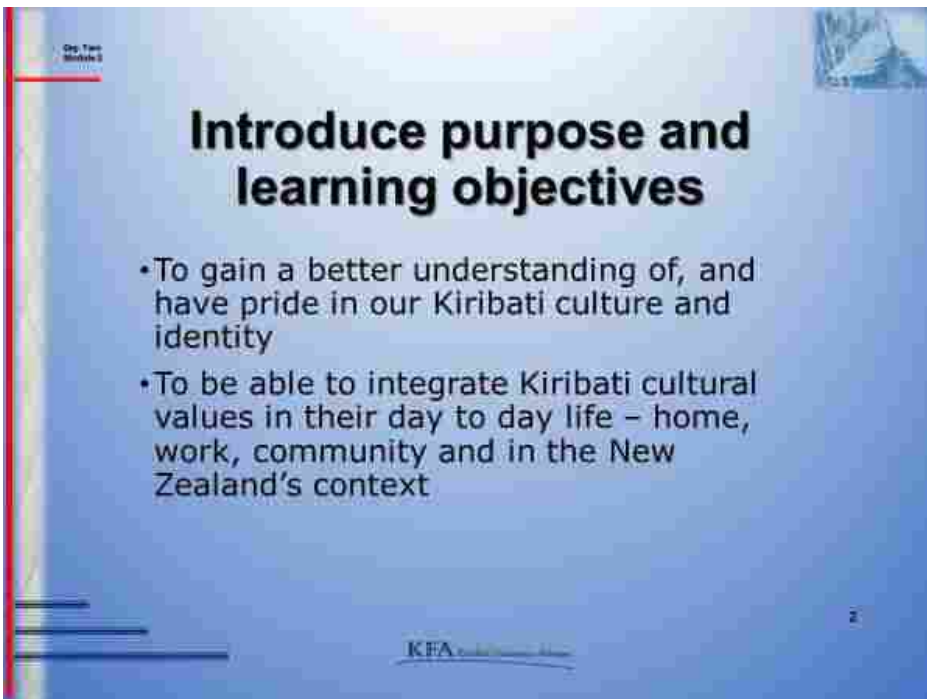


Day Two
Module 2

Overview Module 2 Harness strong Kiribati cultural identity

- Run through the programme
- Any questions?

KFA

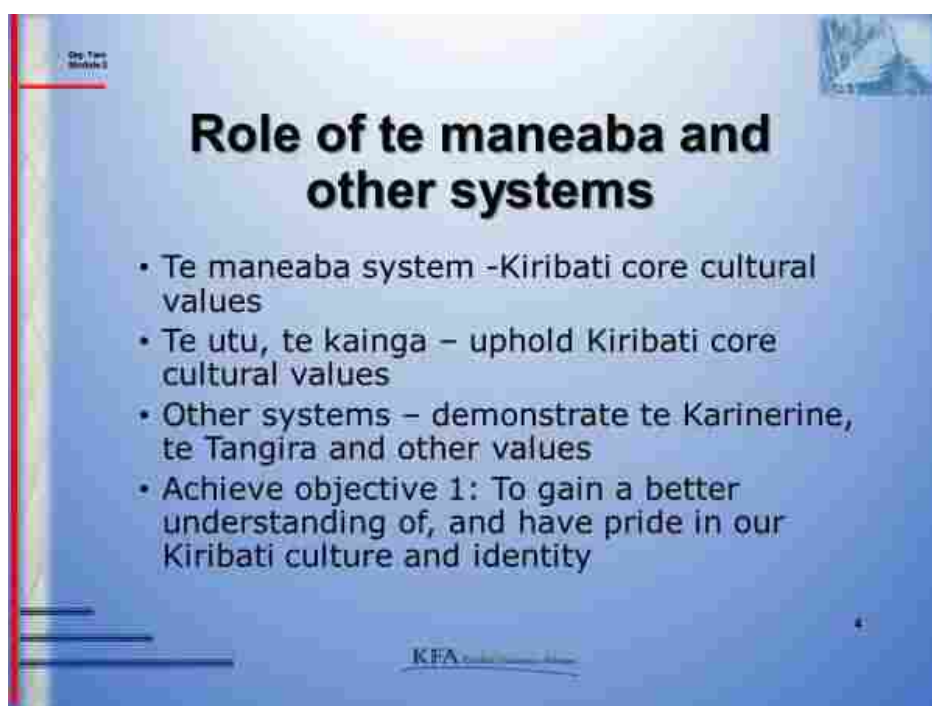
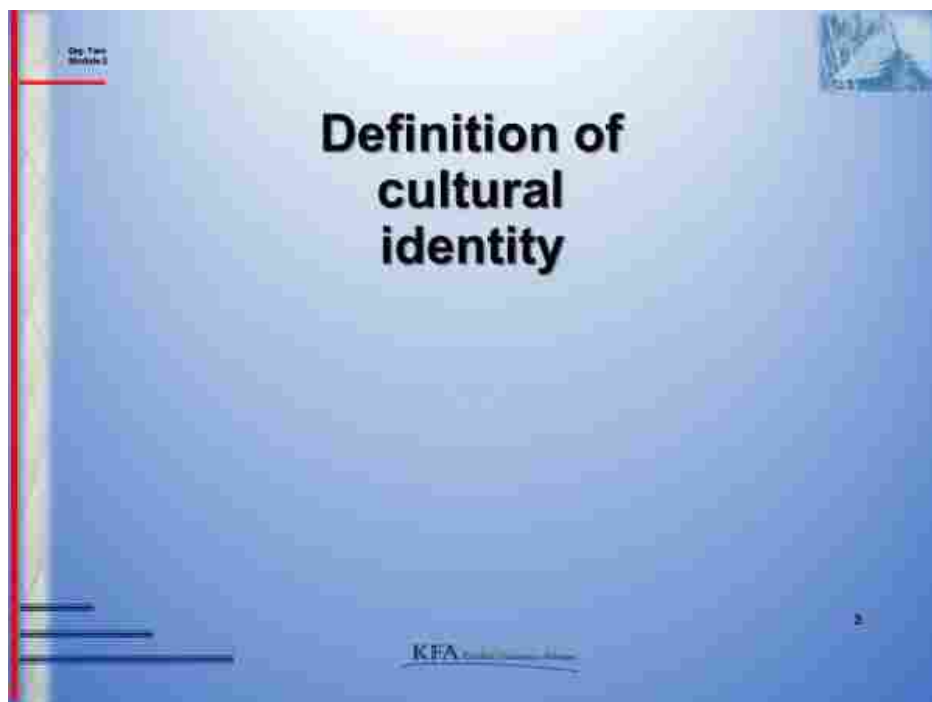


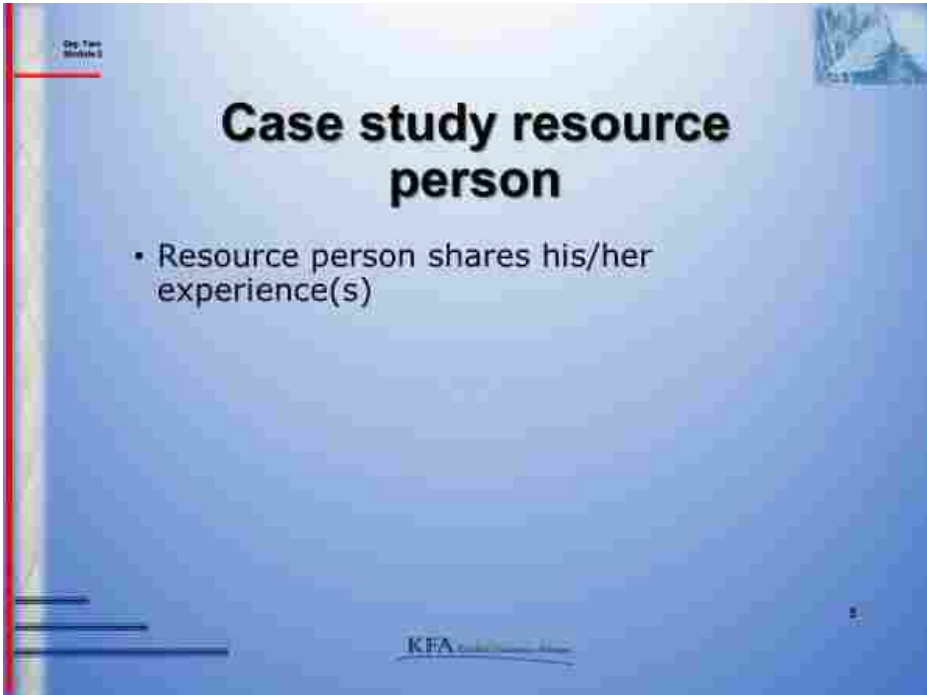
Day Two
Module 2

Introduce purpose and learning objectives

- To gain a better understanding of, and have pride in our Kiribati culture and identity
- To be able to integrate Kiribati cultural values in their day to day life – home, work, community and in the New Zealand's context

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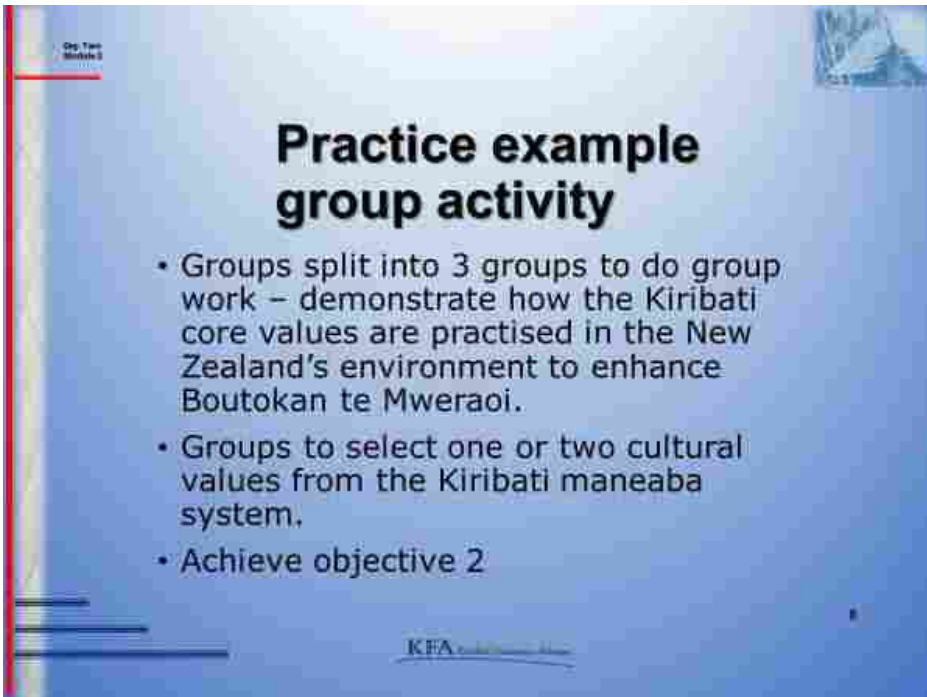


Op. Two
Minutes 5

Case study resource person

- Resource person shares his/her experience(s)

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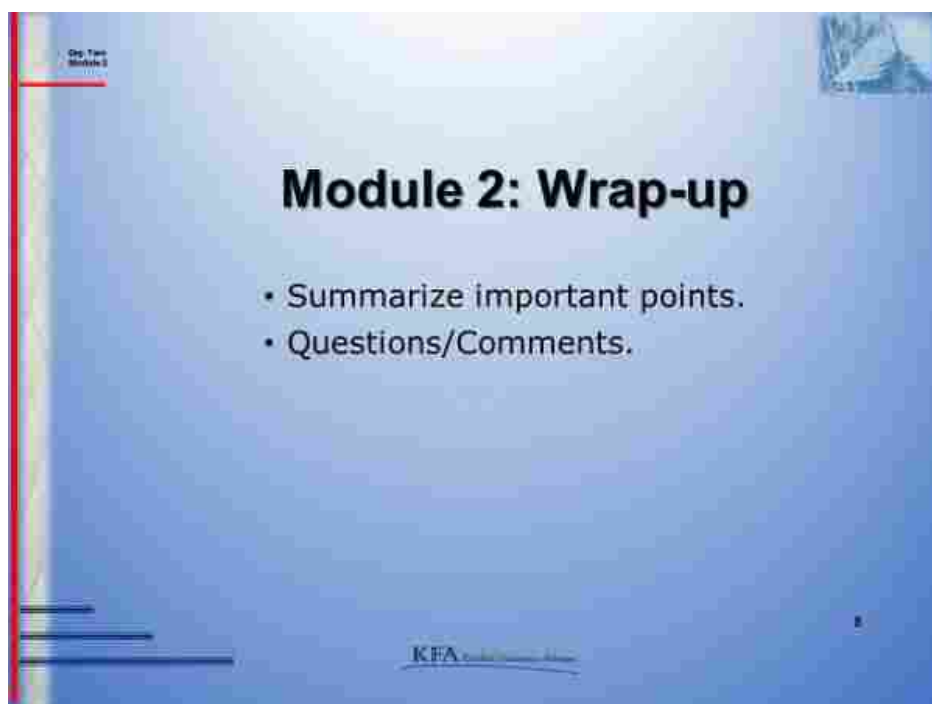
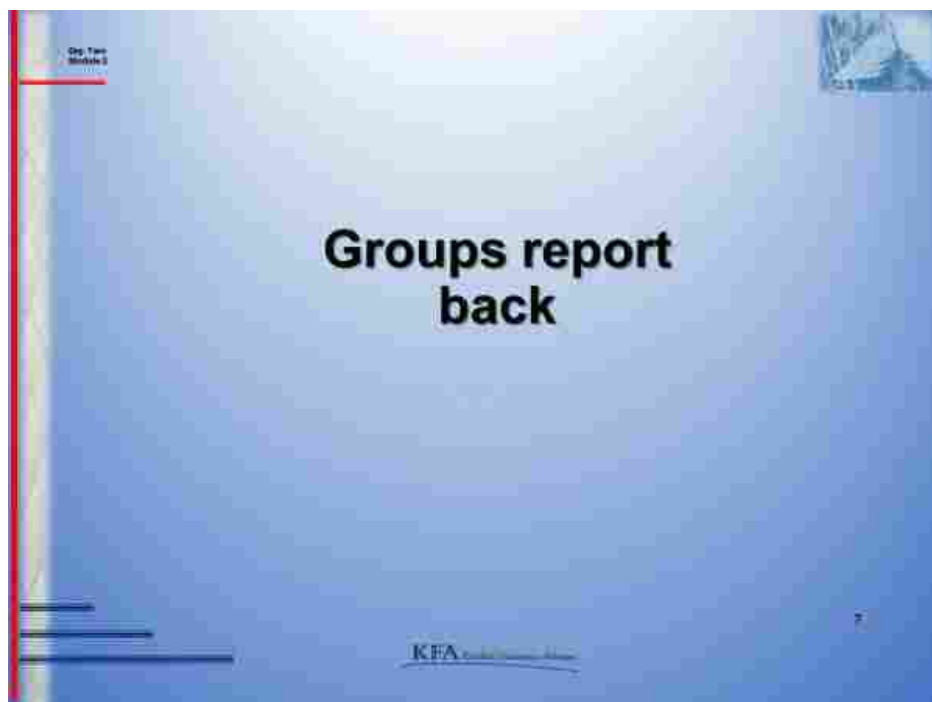


Op. Two
Minutes 5

Practice example group activity

- Groups split into 3 groups to do group work – demonstrate how the Kiribati core values are practised in the New Zealand's environment to enhance Boutokan te Mwerai.
- Groups to select one or two cultural values from the Kiribati maneaba system.
- Achieve objective 2

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Day Two
Module 3

Resources

- <http://www.pasefikaproud.co.nz/assets/Resources-for-download/PasefikaProudResource-Nga-Vaka-o-Kaiga-Tapu-Pacific-Framework-Kiribati.pdf>
- <http://www.pasefikaproud.co.nz/assets/Resources-for-download/PasefikaProudResource-Three-Year-Maneaba-Strategic-Action-Plan.pdf>
- Song Lyrics

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Day Two
Module 3

DAY THREE

Module 3

Strength Based Messaging

- FACILITATOR:
- DATE

KFA

Day Three
Module 3

Content

- Definition Of Strength Based Messaging
- Objectives Of The Session
- Learning Outcomes
- Use Of Kiribati Core Values And Strategies That Make Up Strength Based Messaging
- Current Knowledge
- Activity
- Summary And Conclusion
- Question Time And Feedback

KFA Family Wellbeing Centre

2

Day Three
Module 3

Definition

- Words, conversations and behaviours that enegises and touches the hearts.

KFA Family Wellbeing Centre

2

Day Three
Module 3

Objectives

To support healthy relationships and attainment of Kiribati traditional blessing of hope "Te Mauri Te Raoi ao Te Tabomoa"

To analyse strength based messaging and it's applicability using Kiribati core values and culture to keep our homes violence free

To generate discussions on Kiribati core values and strategies as a way of keeping our homes peaceful and harmonious

4

Day Three
Module 3

Learning Outcomes

- Participants will be able to define strength based messaging
- Participants will be able to apply strength based messaging using Kiribati core values and strategies to keep their families safe and their homes harmonious.
- Participants will be able to duplicate and train others about these concepts and apply them to support their own family relationships and the wider community

5

Day Three
Module 3

Current Knowledge

- Get in groups use white paper or sticky paper/ Or just converse, one takes notes
- What is strength based messaging means to you
- Is strength base messaging useful?
- If so state why give examples
- Have a person to present your ideas

5

Day Two
Module 3

Kiribati Cores Values

Participants get into groups of three or four
Divide the seven Kiribati core values to be discussed on

- What does this core values means to you
- How and when do you use these core values to keep your homes happy, harmonious and safe
- Give two or three examples of how you can use these in your every day life.

Day Three
Module 3

Strength Based Message Concepts in relation to Kiribati Cultural Values

- Respect (Karinerine)
- Self Reliance (Toronibwai)
- Self Determination (Inaomatan Te Aomata)
- Self Control (Taona N Nano)
- Do Not Follow The First Impulse (Tai Ira Te Moan Ang)
- Respect The Guiding Hand To Ensure Spiritual Protection (Te Mauri Bwa Te Tautau)
- Respect For Individuals (Kakawakin Te Aomata)
- Ask participants to coverse about this then put them on the board, or a big white paper. They will be used later

7

Day Three
Module 3

Happy Family





Figure 4.1: Diagram illustrating the brain's structure and function. The diagram shows the brain's major components, including the cerebrum, cerebellum, brainstem, and spinal cord. It also highlights the location of the amygdala, hypothalamus, and pituitary gland, which are involved in emotional and hormonal regulation.

- What do you see as a happy family
- How do you see a happy home
- Why do you want a happy home
- When is it appropriate to have a happy home
- Whose job is it to make a home a happy one?
- Who deserves a happy home?

8

Day Three
Module 3

WORK TIME (TRY AGAIN)



- Group 1: A couple Ata and Mary: Mary was in the kitchen, Ata was watching rugby with tv so loud. Baby was crying. Mary shouted to Ata to take the baby. Ata shouted back that he is dirty and needs changing. Nappy was nearby Ho but he shouted to Mary that he is too busy to change him and anyway it is her job.
- Group 2: Couple Nei Mara and Kanta: Kanta was preparing to go out. Wife Mara watched and him and suddenly said to him. You are always going out. You are no use to your family. You should just stay where you are going. Kanta explained that this time it was to see his mother who is not well. Mara laughed and said well which mother are you talking about, the one in a bottle. Get out and don't come back.
- Group 3: Daughter Taboneao and Mother Teretia: Mum I am going out don't wait up for me. Oh Teretia said, so where are you going? Just out and I don't need to tell you where I am going. Well while you are under my roof I need to know exactly where you are otherwise you don't go out.
- In groups act out the conversation as it is. Then act it out again in a supportive and respectful manner and language. How does the first conversation make you feel. How does the second time around feels.

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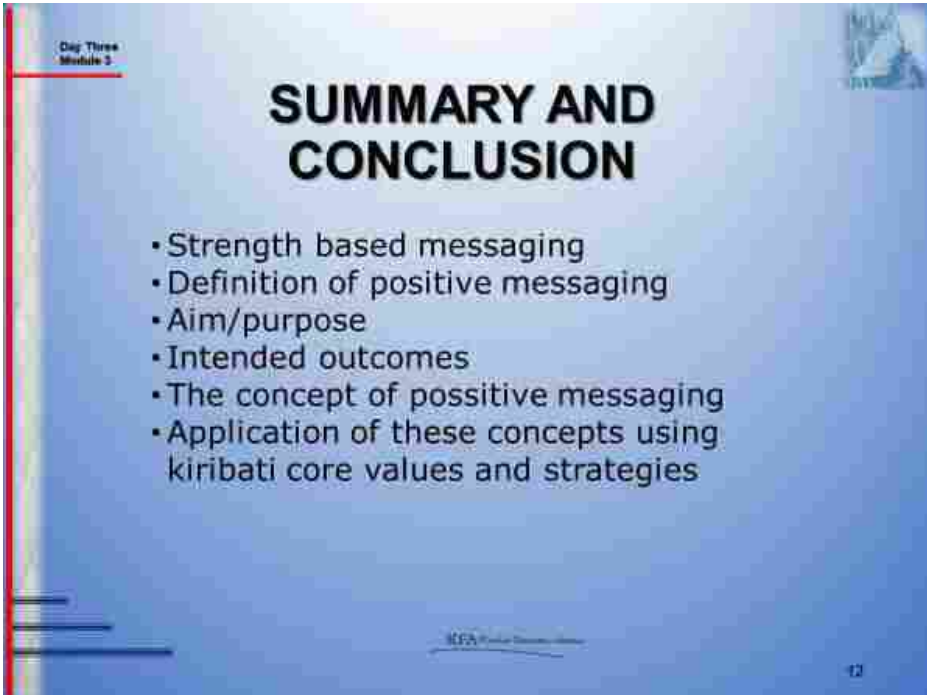
Day Three
Module 3

REFERENCES

1. <http://www.pasefikaproud.co.nz/assists/Resources-for-download/PacificProudResource-Nga-Vaka-o-kaiga-Tapu-Pacific-Framework-Kiribati.pdf>
2. <http://www.pasefikaproud.co.nz/assists/Resources-for-download/PacificProudResource-Three-Year-Maneaba-Strategic-Action-Plan>
3. Te boki ni ibuobuoki 06112017 (2).pdf retrived 3/01/2018
4. <https://dictionary.cambridge.org/dictionary/english>
5. Kiribati Federation Aotearoa/pilot training. 2018. Module 3. Strength based messaging.

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11

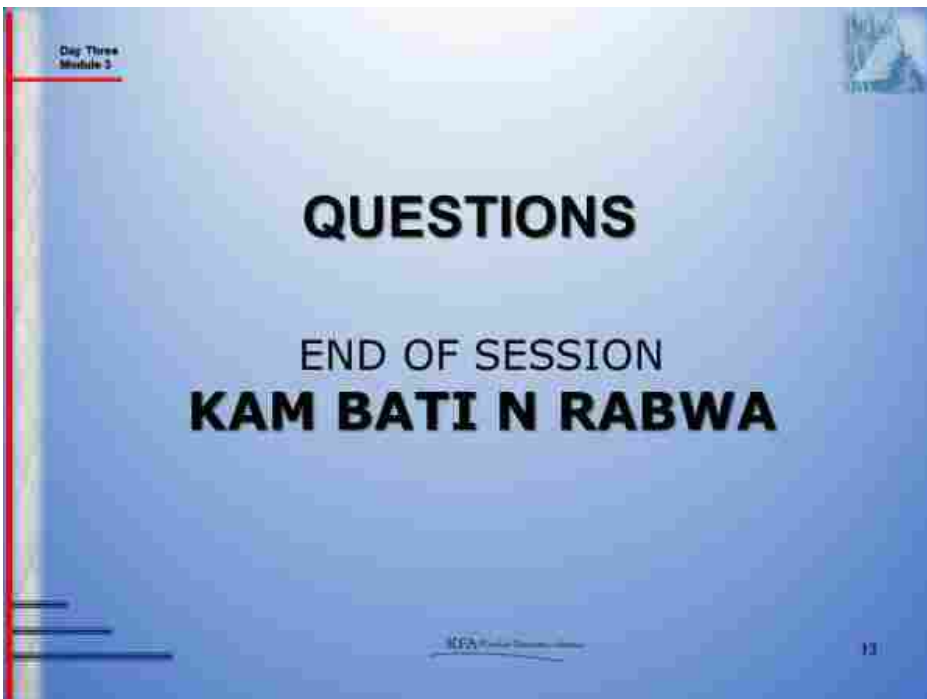


Day Three
Module 3

SUMMARY AND CONCLUSION

- Strength based messaging
- Definition of positive messaging
- Aim/purpose
- Intended outcomes
- The concept of positive messaging
- Application of these concepts using kiribati core values and strategies

12



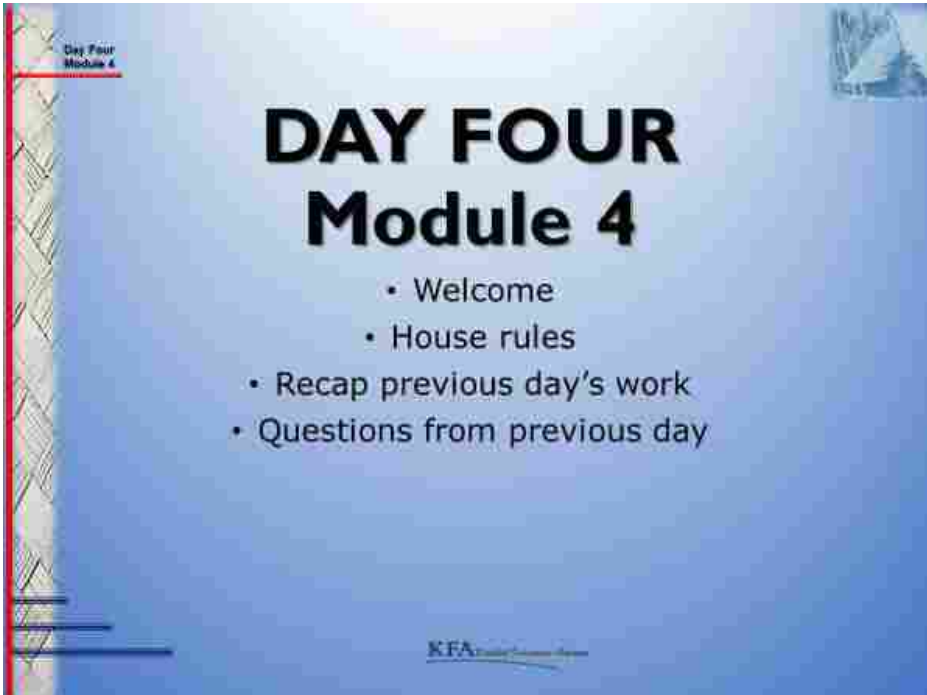
Day Three
Module 3

QUESTIONS

END OF SESSION

KAM BATI N RABWA

13

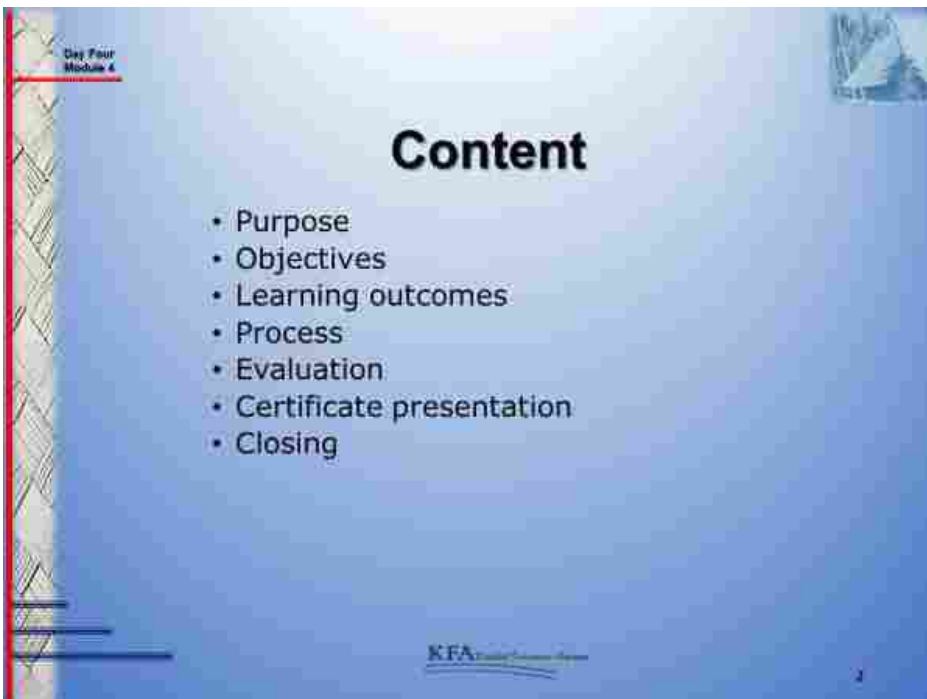


Day Four
Module 4

DAY FOUR Module 4

- Welcome
- House rules
- Recap previous day's work
- Questions from previous day

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Day Four
Module 4

Content

- Purpose
- Objectives
- Learning outcomes
- Process
- Evaluation
- Certificate presentation
- Closing

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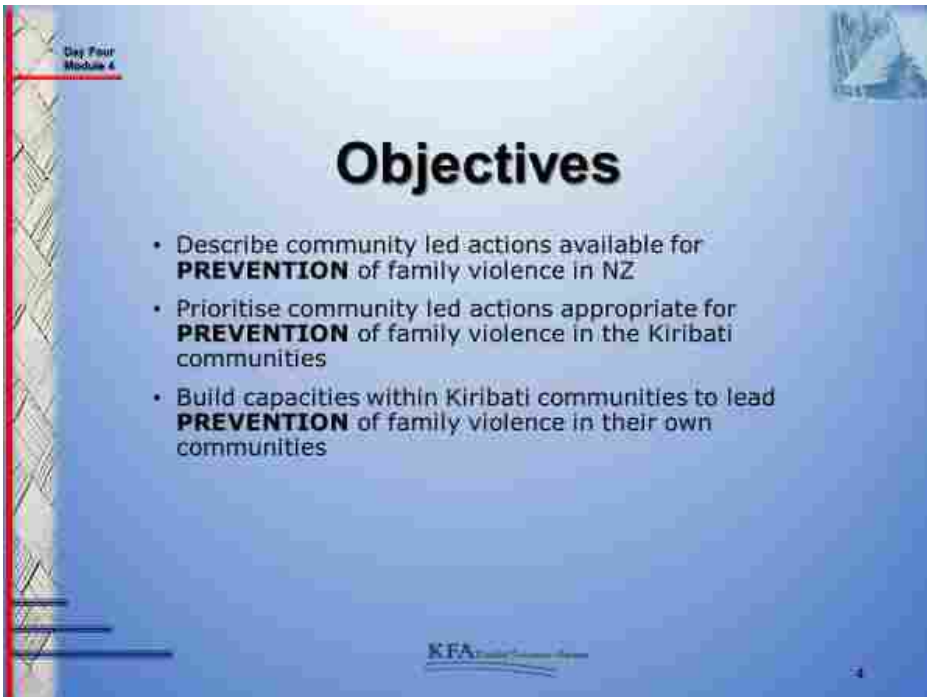
Day Four
Module 4

Purpose

To build community connectedness and ownership to address family violence.

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1



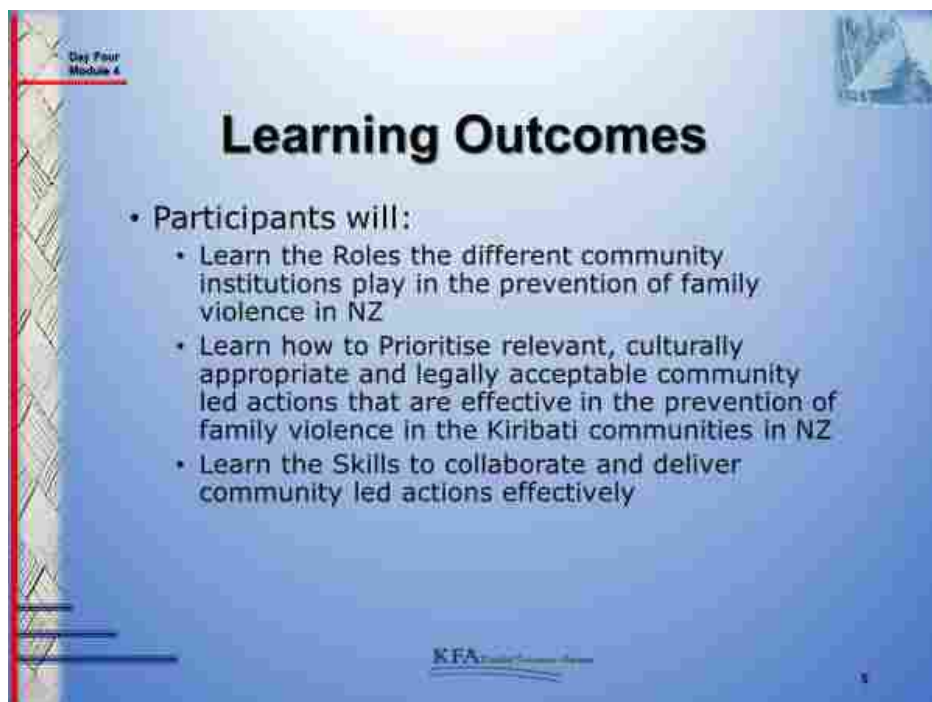
Day Four
Module 4

Objectives

- Describe community led actions available for **PREVENTION** of family violence in NZ
- Prioritise community led actions appropriate for **PREVENTION** of family violence in the Kiribati communities
- Build capacities within Kiribati communities to lead **PREVENTION** of family violence in their own communities

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4

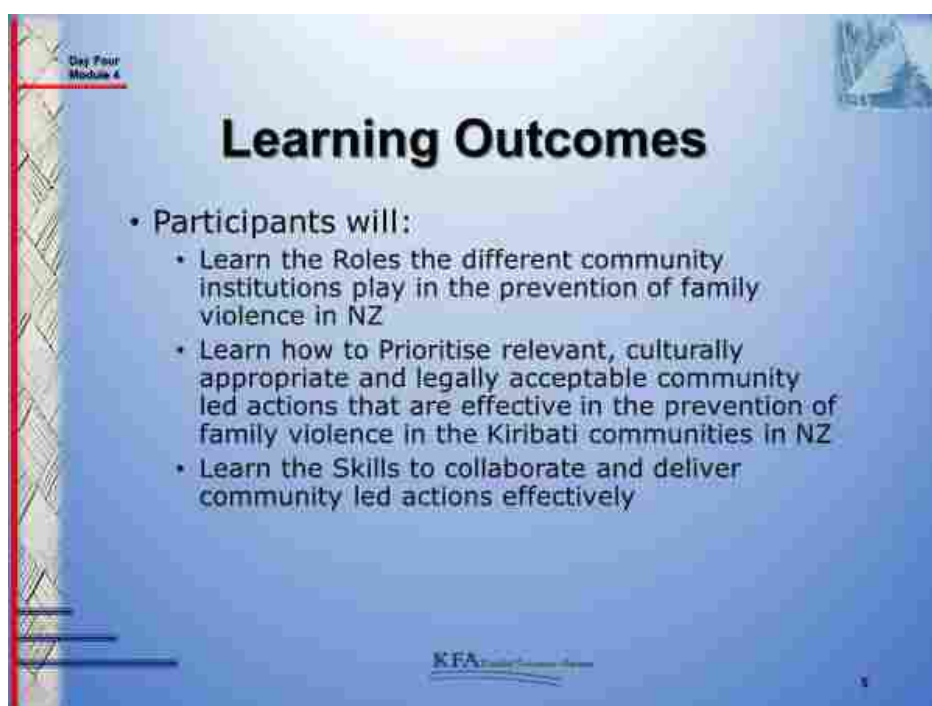


Day Four
Module 4

Learning Outcomes

- Participants will:
 - Learn the Roles the different community institutions play in the prevention of family violence in NZ
 - Learn how to Prioritise relevant, culturally appropriate and legally acceptable community led actions that are effective in the prevention of family violence in the Kiribati communities in NZ
 - Learn the Skills to collaborate and deliver community led actions effectively

KFA



Day Four
Module 4

Learning Outcomes

- Participants will:
 - Learn the Roles the different community institutions play in the prevention of family violence in NZ
 - Learn how to Prioritise relevant, culturally appropriate and legally acceptable community led actions that are effective in the prevention of family violence in the Kiribati communities in NZ
 - Learn the Skills to collaborate and deliver community led actions effectively

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Day Four
Module 4

Coordinated Community action wheel

- <..\transit docs\coordinated-community-action-wheel.pdf>

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Day Four
Module 4

Community Connectedness

.....identifying, prioritizing and collaborating with community partners to support prevention of family violence in the Kiribati communities in NZ

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Day Four
Module 4

PUBLIC AWARENESS

group Activity

10 mins

SPLIT CLASS INTO GROUPS OF 2-4 PEOPLE

TASK
FIND 3-5 PUBLIC AWARENESS ACTIVITIES TO INFORM KIRIBATI COMMUNITIES IN NZ ABOUT FAMILY VIOLENCE PREVENTION

GROUP REP
• WRITE ANSWERS ON WHITE BOARD

PLENARY DISCUSSION
• COMPILE LIST
• REVIEW AND FINALISE

community
work place
school
church
public & private life

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Day Four
Module 4

PUBLIC AWARENESS actions

Campaign

- Speech in Public events
- Phone calls
- Home visits

Media

- television
- radio
- newspapers
- Pamphlets
- Facebook page

Songs & Drama

- Compose songs
- Use songs to send message

Sports & Dance


- Make violence prevention theme for sports and cultural dance celebration

Victim

- Share victim's real life experience

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Day Four
Module 4



Campaign-1

- Speech in community/public gatherings:
 - Address community leaders
 - Acknowledge and thank meeting organisers
 - Introduce yourself (your name, father's name, mother's name, your home island in Kiribati briefly about what you do
 - Introduce the title and purpose of your speech
 - Bwaina te karinerine (Be polite and respectful)

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10

Day Four
Module 4



Campaign-2

- Phone calls:
 - Kamauri (say hello) and introduce yourself (your name, father's name, mother's name, island you come from in Kiribati, where you live in NZ etc)
 - Explain the reason for your call and
 - Be polite
 - Ask to speak to the head of the household

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Day Four
Module 4




Campaign-3

- House Visits:
 - Make an appointment for a house visit, call before you leave to make sure someone is home
 - Knock and wait until you are led inside
 - Take your shoes off and enter
 - Introduce yourself, purpose of your visit and wait to be seated
 - Begin conversation

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Day Four
Module 4



Media

- Media is powerful for shaping attitudes and promoting desirable behaviour
- Work with Media experts/journalists on how to formulate effective messages in both Kiribati language and English over television, radio and newspapers, banners, pamphlets, facebook page etc
- Incorporate Kiribati proverbs where possible (Tai ira te moa n ang, Bwaina te karinerine, etc)

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Day Four
Module 4

Songs & Drama

Discuss some of the ways songs and drama can be used to convey violence prevention messages to the public e.g:

- Compose songs that focus on certain aspects of violence such as abuse of wife, abuse of children etc. E.g a song by Baata "Tamau eaeara ngkai...."
- Use existing songs to send a message
- Use drama or skits (kaotioti) showing different aspects of violence and their results etc

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Day Four
Module 4

Sports & Dance

Discuss some of the approaches or strategies that can be used to convey violence prevention messages through sports and Kiribati traditional dance e.g:

- Propose one anti violence theme (e.g Tina ikarekebai n totokoa te kiriwe nte mwenge) to be promoted during Kiribati annual Independence anniversary celebration (through cultural dance & youth sports) to sensitise members of the community to domestic violence.

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Community & Leaders -Action Areas

15 mins

- Constitution
- Training
- Steering Committee
- Networking
- Support and Referral

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Day Four
Module 4

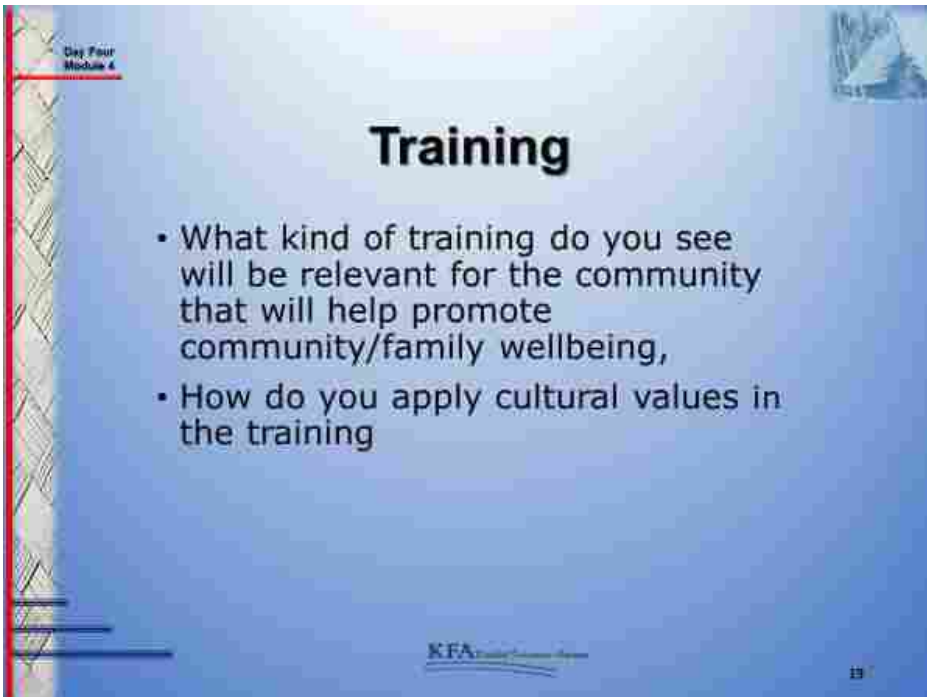
Constitution

- How should we make community constitution supporting of family/community wellbeing
- What specific Kiribati cultural values should be emphasised in the constitution

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18

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Day Four
Module 4

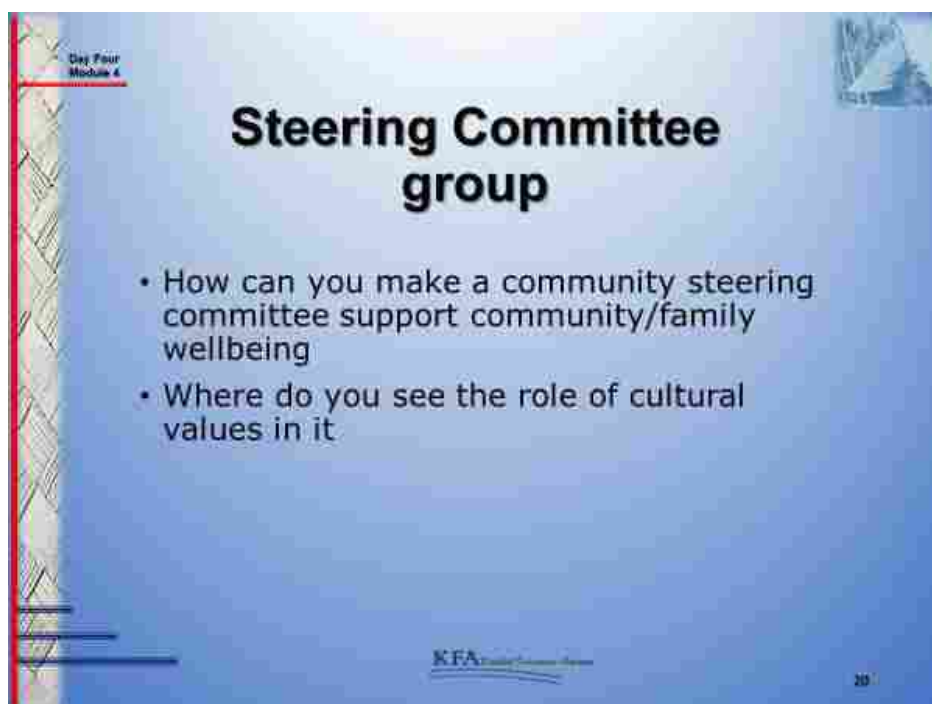
Training

- What kind of training do you see will be relevant for the community that will help promote community/family wellbeing,
- How do you apply cultural values in the training

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19

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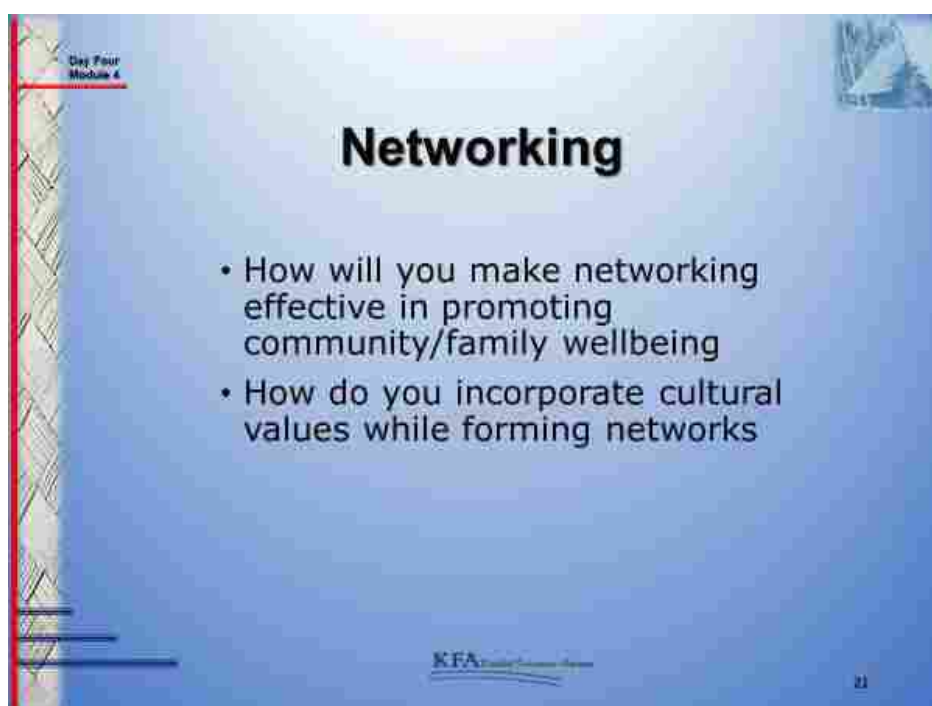
Day Four
Module 4

Steering Committee group

- How can you make a community steering committee support community/family wellbeing
- Where do you see the role of cultural values in it

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Day Four
Module 4

Networking

- How will you make networking effective in promoting community/family wellbeing
- How do you incorporate cultural values while forming networks

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Day Four
Module 4

Support & Referral group

- How do you support/refer victim from the Kiribati cultural perspective

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Day Four
Module 4

Community & Leaders Actions

Constitution	<ul style="list-style-type: none"> Promotes equality and respect in community Forbid consumption of alcohol during community events Forbid bullying
Training	Positive Parenting Leadership Anti bullying
Steering committee	<ul style="list-style-type: none"> Form steering committee of men and boys against violence Involve members in projects Build community spirit
Networking	<ul style="list-style-type: none"> Work with other organisations to advocate for zero violence Share resources
Support and referral	<ul style="list-style-type: none"> Provide counselling and support to victims Display and make available posters/pamphlets in community halls Refer victims for proper service

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Day Four
Module 4

Parent & Caregivers Actions

Nurture your kids...love & kindness

Role Model
RAISE OUR BOYS
Model respect
Talk respect
Show respect
to female peers

<http://familyaction.org.nz/2013/11/06/raise-our-boys-role-model-respect/>

stop School bullying
...support anti bullying actions

Good parents......participate in positive parenting

Teach kids...equality & respect starting from HOME

develop Life skills
children and youth to protect themselves from violence

What's the issue?
How to address it?
What's the solution?

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Day Four
Module 4

Role Play

1. Father to his bullied child
2. Father angry with wife and how he should address that in presence of kids
3. How full time working mother and house husband should practise respect and equality in family
4. Father modelling respect to son as a supporter of equality in own household


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Day Four
Module 4

church

Role of Church



15 mins

Ask the class?

List 5 roles the church plays in preventing family violence in a community

Write them on white board

Discuss then go to next slide

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Day Four
Module 4

church

Church's contribution

- Avoid using scriptures to condone violence and explain what scripture say about violence
- Speak out against violence in any form
- Reject male dominance as a preferred social norm
- Look for signs of family violence during premarital or pastoral counselling
- Provide counselling to high risk individuals


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Day Four
Module 4

Role of Education-1

small group exercise



15 mins

- Class to break up into small groups
- Each group to write down 3-5 actions the Education plays in prevention of family violence/promotion of family wellbeing
- Bring class back to plenary.
- Each group to read out their findings to facilitator to write on white board


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Day Four
Module 4

Role of Education-2

- Identify and respond to students exposed to violence



- Support Love me not prog-teaching senior students healthier relationships

- Curriculum includes teaching family violence prevention, healthy relationships, conflict resolution, communication skills at all levels etc
- Schools have strategies against bullying (e.g. Kia Kaha prog, life skills prog) and dating violence
- Create violence free school environment

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Day Four
Module 4

Actions in the Workplace



Policy	• Ensure violence free policy
Training	• Provide regular training to staff and managers
Information	• Display posters/pamphlets and any information about family violence
Support	• Provide support to workers with anger and bullying issues
Victim security	• Ensure security to protect victims of violence

PREVENT
TAKE
POWER

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Day Four
Module 4

Key messages

- Family violence is PREVENTABLE
- NZ Law forbids violence in any form to anyone
- Violence is NOT the Kiribati culture
- The Scriptures DO NOT condone violence
- Community action is powerful tool for changing attitudes and behaviours

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Module 4

Resources

- Networking with other organisations, bodies, community groups to:
- Pool resources to support violence prevention actions
- Form strong alliances/partnership/collaboration
- Build sustainable operational mechanisms/systems

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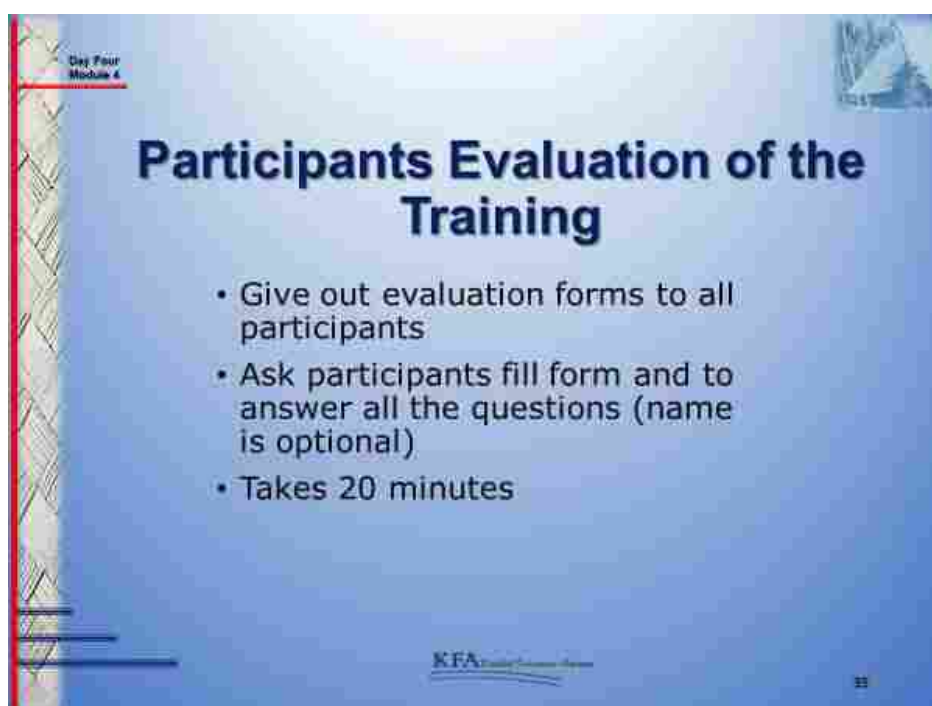
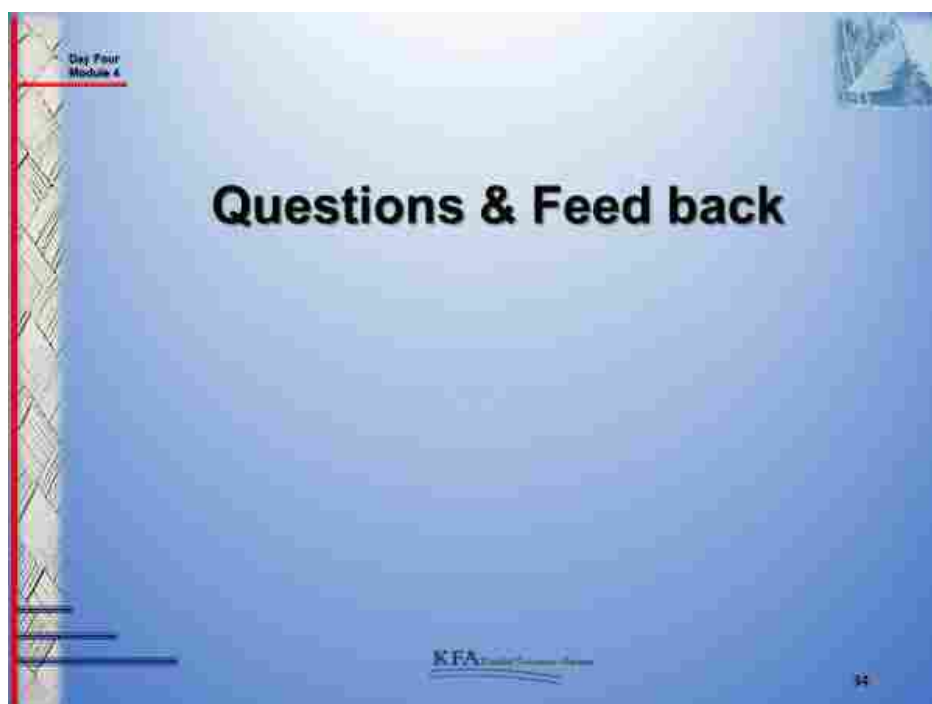
Day Four
Module 4

References

- Community action toolkit to prevent family violence, Aug2006
- Ministry of Women's Affairs 2013: Current thinking on Primary Prevention of Violence against women
- WHO 2010: Violence Prevention; the evidence
- <https://www.futureswithoutviolence.org/engaging-men/engaging=men-youth-program/>
- <https://www.cdc.gov/violenceprevention/youthviolence/schoolviolence/>
- WHO 2009: Changing cultural and social norms that support violence
- <https://www.humanrights.org.nz/>
- Coordinated community action for preventing family violence (NZ version)

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3.6 Annex 3: Certificate template

Certificate of Participation

Presented to

First name and Last Name

Boutokan te Mweraoi

Pilot test

Training

In partnership between Pasifika Migrant Services
Trust and Kiribati Federation Aotearoa Inc

Facilitator 1

Facilitator 2

Facilitator 3

PMS Chairman

Date

KFA Chairperson

Funded by Lottery Community 2018

3.7 Annex 4: Evaluation forms

Training Workshop

Evaluation Form

This evaluation form is to be completed by participants at the end of the workshop

Date of the workshop: _____

OPTIONAL

First Name: _____ Last Name: _____ Age: _____ Gender: M/F

1. How would you rate yourself in the following areas. Please circle the number of your choice

		Low		Medium		High	NA
Understanding what constitute family violence.	Before	1	2	3	4	5	9
	After	1	2	3	4	5	9
Understanding NZ legislation and its correlation to Kiribati culture	Before	1	2	3	4	5	9
	After	1	2	3	4	5	9
Understanding the positive roles Kiribati culture plays in family wellbeing	Before	1	2	3	4	5	9
	After	1	2	3	4	5	9
Understanding how different community actions play a part in the promotion of family wellbeing	Before	1	2	3	4	5	9
	After	1	2	3	4	5	9
Comfort level to deliver training to other I Kiribati trainers	Before	1	2	3	4	5	9
	After	1	2	3	4	5	9
Ability to lead the implementation of the MSAP strategic actions in the Kiribati community in your area	Before	1	2	3	4	5	9
	After	1	2	3	4	5	9

2. How would you rate yourself in the following areas, Please circle the number of your choice.

	Low		Medium		High	NA
To what extent does Module 1 clearly explain NZ legislation as it applies to family violence in the Kiribati context	1	2	3	4	5	9
To what extent does Module 2 enhance your knowledge about the roles Kiribati culture play in the promotion of family wellbeing in Kiribati communities in NZ	1	2	3	4	5	9
To what extent does Module 3 provide you with adequate knowledge to use strength-based messaging as a tool in the promotion of family wellbeing in Kiribati communities in NZ	1	2	3	4	5	9
To what extent does Module 4 provide you with the relevant skills to apply for the promotion of family wellbeing in different Kiribati community settings in NZ	1	2	3	4	5	9

3. What are the four most important **things [or topics]** you learned during this training?

- a) _____
- b) _____
- c) _____
- d) _____

4. Was there enough material covered in the training to enable you deliver the services described in the training? Please tick the box of your choice.

Module One
 Not enough ☐ Enough ☐ More than enough ☐

Module Two
 Not enough ☐ Enough ☐ More than enough ☐

Module Three

Not enough ☐

Enough ☐

More than enough ☐

Module Four

Not enough ☐

Enough ☐

More than enough ☐

5. Do you think you will have the opportunity to utilize the training skills you've practiced during this workshop within the next three months?

Yes ___

No ___

5 a). If yes, please briefly describe when and how you might apply these skills.

5 b). If no, please explain why you will not be able to utilize these training skills within the next three months.

6. If you were given the task of redesigning the workshop, what would you change?

