

Training Package on Risk Assessment

For Trainers

Survivors: Empowerment & Autonomy



Index

Introduction.....	3
Module 1: Women Human Rights.....	7
Module 2: Domestic Violence/Intimate Partner Violence	17
Module 3: Children and Domestic Violence	27
Module 4: Personal safety	37
Module 5: Personal Development.....	42
Module 6: Life Projects	51
Module 7: Active Citizenship.....	59
Module 8: Development of Professional Skills.....	69
Analytical Skills	73
Making Presentations	73
Writing Skills	73
Module 9: Gender Equality	78
Module 10: ICT – Information and Communication Technologies	89

Introduction

Rationale

“Violence against women is present in all socio-economic levels, age, groups, races, religions and countries. Numerous studies have been published that document the prevalence of domestic violence and its serious effects on women and children” (PACT, 2011). The E-MARIA Project intends to contribute towards the improvement of interventions on domestic violence and the recovery process of victims/survivors.

The main goal of this Training manual is to contribute to the recovery process of survivors. It intends to contribute to:

- raising awareness of women human rights, gender issues, domestic violence and its impact;
- raising awareness of protection mechanisms at European and national levels;
- understanding how violence affects their children and how women can deal with them;
- promoting the development of personal, social and professional skills
- promoting active citizenship;
- preventing further violence through education and awareness raising.

This Manual is specially designed for organizations, entities and professionals dealing with women survivors of violence. It is directed at trainers and professionals (with specific skills) who will implement the training.

The training content addresses women and girls (16 year old and up) who are survivors of violence, from all over Europe. It is recommended that trainers research national and local information, e.g. national laws, services and resources.

When applying this training it is important to consider the survivors’ experiences and needs, their safety and security issues, namely:

- “Ensure that the safety and security of the group and its members are always the first priority;
- Make sure that the sessions are always held within a safe and secure women-centred environment, in accordance with women’s needs;
- Make the group members aware of risk assessment processes that are available;
- Take appropriate action if any risk of serious harm to the group members is identified, by providing relevant information and conducting realistic safety planning,”¹ considering their children.

¹ *The Power to Change*, 2008

Trainer's Characteristics

The trainers and professionals involved in the implementation of this training package should have specific characteristics, namely:

- Experience in the field of Intimate Partner Violence and other forms of Violence against Women;
- Relevant know-how;
- Training skills;
- Knowledge about crisis intervention (is advisable).

It is important to involve women survivors of domestic violence in the implementation of the training (as trainers or guests), in order to empower women who attend the training.

Training Approach

The Manual is designed to be used as a support for delivering training for women survivors of violence. It includes fundamental information on the topics of Women's Human Rights, Domestic Violence/Intimate Partner Violence, and Gender.

The Manual is designed to be implemented in a face-to-face setting and it is based on a modular concept, which means that each module can be used independently. Nevertheless, we recommend the following structure:

- To implement modules 1 to 6 as a set and in the sequence presented, a total of 30 hours;
- To implement modules 7 to 10 as appropriate—optional modules.

Methodology

This practical Manual is based on several methodologies and techniques. It requires the trainer to have the skills necessary to adapt and expand the topic in several ways.

Some of the important methods are briefly described above:

- *Brainstorming*: the trainer invites participants to respond to a given concept or question, stimulating the participation of all group members. The trainer writes down the answers on a *flipchart* or blackboard. After this, the group starts to discuss or analyse the answers given.
- *Presentation*: The trainer presents the topic and explains definitions, theories and any other relevant information about the topic.
- *Group Discussion*: A technique appropriate to review the topic, helping participants to reflect and analyse, considering participant's different perspectives. It also allows participants to share their ideas, experiences and possible solutions.
- *Case studies*: Based on a case of IPV/DV the group members analyse problems/limitations and risks. Case studies are used to promote discussion and contributions of the participants in the identification of possible solutions under moderation of the trainer.

- Self-Reflection: With the support of questionnaires or other instruments, participants are encouraged to reflect on specific topics under the guidance and moderation of the trainer.

Note: is important to avoid negative criticism, comments and judgments about the contribution of the participants.

Confidentiality

It is important to establish at the beginning of the course that personal information shared during the training should remain confidential to the group. The participants have the right to confidentiality, although this may be limited in some situations, e.g.: high-risk for any woman or children.

Ensure also that personal information filled in either before or at the beginning of the course (registration form, contracts,...) are kept confidential and only released with the express consent of the woman concerned.

Training contents

Topic	* Content	Time
1. Women Human Rights	1.1. Women Human Rights 1.2. Gender Equality 1.3. Violence against Women 1.4. Legal Rights	3h
2. Domestic Violence	2.1. Domestic Violence/Intimate Partner Violence 2.2. Types of Violence 2.3. Signs of Violence 2.4. Dynamics of Violence 2.5. Impact on Women 2.6. Risk Assessment and Safety Planning	6h
3. Children and Domestic Violence	3.1. Children and D.V./IPV 3.2. Impact on Children 3.3. Survival Strategies 3.4. Child Protection	3h
4. Personal Safety	4.1. Personal safety in a violent relationship 4.2. Personal safety at the exit of a violent relationship 4.3. Personal safety after leaving a violent relationship	3h
5. Personal Development	5.1. Interpersonal Communication Skills 5.2. Assertiveness 5.3. Conflict Management	6h
6. Life Project	6.1. Life Projects	3h
7. Active Citizenship and Prevention	7.1. The Concept of Active Citizenship 7.2. Citizenship Learning 7.3. Participation, Empowerment and D.V.	3h
8. Development of Professional Skills	8.1. The concepts of skills and lifelong learning 8.2. Individual skills in the labour market 8.3. Job search	6h
9. Gender Equality	9.1. The concepts of sex, gender and gender equality 9.2. Gender roles and gender stereotypes 9.3. Discrimination in the workplace 9.4. Reconciliation between work, private and family life	6h
10. ICT – Information and Communication Technologies	10.1. Internet 10.2. Communication Tools	3h

Module 1: Women Human Rights

Introduction

Across the globe, women experience many violations of their Human Rights — when they cannot participate in the decisions that affect their lives or claim fair political representation, when they face discrimination in employment, when they are denied entitlement to land and property, or when they suffer violence within their own home. Other obstacles to rights arise when women and girls are prevented from going to school or attaining health care, or are subject to harmful traditional practices.

Over the past decades, the issue of violence against women, in its diverse forms, has achieved an increasing recognition within the legal and welfare systems and various jurisdictions both at European and international levels. As a result of the growth in strength and organisation of women's movements around the world and the development of both regional and international non-government organisations concerned with women's rights, violence against women has emerged as a global issue (Heise, 1996). Nevertheless, despite increasing evidence that domestic and other forms of violence affect women from a range of cultural and geographic backgrounds, violence against women remained low on international Human Rights agendas until the early 80s.

In 1992, violence against women was recognized as a gender-based violence by the CEDAW Committee and in the next year the General Assembly of the United Nations approved the Declaration on the Elimination of Violence Against Women. Since then, violence against women has been on the political agenda, due to the continuous efforts of women's movements and women NGOs that have fought for the implementation of adequate support services to women and children, for the protection of the victims/survivors and for the accountability of perpetrators. As a result, in 2011 the Council of Europe has opened for signature and ratification the Convention on Preventing and Combating Violence Against Women and Domestic Violence.

Aim

This session aims to develop knowledge and understanding of women's Human Rights and their development history, the legal rights of women at national and international levels, violation of women rights and recognition of violence against women.

Learning objectives

To develop the knowledge and awareness of the participants about:

- Human Rights from a Women's Rights perspective
- The history of the development of women rights
- EU gender equality policy
- The main international legal instruments and institutions protecting women's rights
- The main legal documents and institutions protecting their rights at a national level

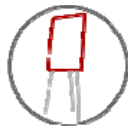
Overview of learning units

- 1.1. Women Rights/Human Rights
- 1.2. Gender Equality
- 1.3. Violence against Women
- 1.4. Legal Rights

Description of learning material

- A set of three exercises regarding the violations of Women Rights, the different types of violence against women, and difference between sex and gender;
- A list of women's rights at national level.

General information



EQUIPMENT

Datashow, flipchart/white board



TIME

3h

Learning Materials:

1. Participants Presentation
 - 1.1.1. Brainstorming Women Rights
 - 1.1.2. Women Human Rights
 - 1.2.1. Defining gender equality
 - 1.2.2. Gender Equality?
 - 1.3.1. Brainstorming on Violence Against Women
 - 1.3.2. Violence Against Women
 - 1.4.1. Legal Rights

Further Reading:

- Universal Declaration of Human Rights
- <http://www.un.org/en/documents/udhr/index.shtml>
- UN Women Entity
- www.unwomen.org
- Beijing Declaration and Platform for Action
- <http://www.un.org/womenwatch/daw/beijing/pdf/BDPfA%20E.pdf>
- WAVE Country Report 2011
- http://www.a oef.at/cms/doc/CR_komplett_2011_NEU.pdf
- Ad Hoc Committee on preventing and combating violence against women and domestic violence (CAHVIO)

- http://www.coe.int/t/dghl/standardsetting/violence/Background%20documents_en.asp
- Convention on the Rights of the Child
- <http://www2.ohchr.org/english/law/crc.htm>
- Combating violence against women: minimum standards for support services
- [http://www.coe.int/t/dg2/equality/domesticviolencecampaign/Source/EG-VAW-CONF\(2007\)Study%20rev.en.pdf](http://www.coe.int/t/dg2/equality/domesticviolencecampaign/Source/EG-VAW-CONF(2007)Study%20rev.en.pdf)
- Fourth World Conference on Women
- <http://www.un.org/womenwatch/daw/beijing/platform/>
- Women's Movement
- <http://phys.org/news/2012-10-largest-global-violence-women-feminist.html>
- www.infoplease.com/spot/womenstimeline1.html
- www.scholastic.com/teachers/article/womenx2019s-rights-movements
- www.ibiblio.org/prism/mar98/path.html
- <http://teacher.scholastic.com/activities/suffrage/history.htm>
- www.dados.org/int/Menschenrechte/Grundkurs_MR3/frauenrechte/woher/frauenbewegung1.htm
- Violence Against Women
- http://www.stopvaw.org/Country_Pages
- <http://www.wave-network.org/start.asp?ID=21202&b=151>
- Hillary's Clinton Speech at UN Women's Conference at Beijing, 1995
- <http://www.youtube.com/watch?v=GkLStUgkeJ4&NR=1>

Overview of learning units and session plan

Unity	Purpose	Task	Time
Training Introduction	<ul style="list-style-type: none"> • Welcome the participants to the course. • Introduce the training and the goals. 	Welcome participants and present information about the course.	5 min
	<ul style="list-style-type: none"> • Create a warm atmosphere. • Get acquainted with each other. 	Participants introduce themselves (Exercise 1.)	15 min
1.1. Women Rights/Human Rights	<ul style="list-style-type: none"> • Assess the knowledge of participants about the topic of the module. 	Brainstorming: give examples of women rights and its violations (Exercise 1.1.1.)	15 min
	<ul style="list-style-type: none"> • Introduce Women's Human Rights in the context of Human Rights. • Learn about the history of Women's Human Rights. 	Present Women's Rights as Human Rights. Present the history of Women's Human Rights. Introduce the concept of feminism. PPT 1.1.2. Women Human Rights	20 min
1.2. Gender Equality	<ul style="list-style-type: none"> • Become aware about gender concepts and gender equality and the difference between sex and gender. 	Discuss the gender equality concept. Define gender equality (Exercise 1.2.1.) Exercise 1.2.2. Gender Issues +15 min	40 min
	<ul style="list-style-type: none"> • Learn strategies that promote gender equality. 	Present the Gender Mainstreaming and UN Millennium Development Goals – MDG as two strategies for the promotion of gender equality. Watch the video of UN MDG at http://www.un.org/millenniumgoals/bkgd.shtml)	15 min
1.3. Violence Against Women	<ul style="list-style-type: none"> • Make participants aware about violence against women as a Women's Human Rights violation. 	Brainstorming: give examples of different types of violence against women (Exercise 1.3.1.) PPT 1.3.2. Violence Against Women	30 min
1.4. Legal Rights	<ul style="list-style-type: none"> • Introduce participants to legal measures that protect their rights. 	Overview international, European and national instruments and organizations dealing with women's rights. Deliver a list of legal instruments at national level and its discussion. Handout 1.4.1. Legal Rights	20 min
Final debate	<ul style="list-style-type: none"> • Evaluate the learning outcomes • Clarify doubts 	Answer questions Give examples	15 min
Evaluation	<ul style="list-style-type: none"> • To evaluate the training session 	Filling up the evaluation questionnaire	5 min

Background Theory

1.1. Women Human Rights

The basic Human Rights to which all people are entitled are included in the Universal Declaration of Human Rights. The Universal Declaration of Human Rights sets forth two broad categories of rights: civil and political rights and economic, social and cultural rights. But above all, Human Rights establishes that:

Article 1.

All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2.

Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status. Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3.

Everyone has the right to life, liberty and security of person.

Every woman and girl is entitled to the realization of all Human Rights – civil, political, economic, social and cultural -- on equal terms with men, free from discrimination. Women and girls also enjoy certain Human Rights specifically linked to their status as women, as in case of the reproductive rights.

As it was mentioned above, the world has recognized that the Human Rights of women and of the girls are "an inalienable, integral and indivisible part of universal Human Rights" (Vienna Declaration and Programme of Action, para. 18). Women are guaranteed equal treatment and freedom from discrimination in the most basic Human Rights treaties, and women's Human Rights are the subject of a specific treaty, the Convention on the Elimination of All Forms of Discrimination Against Women. Far-reaching Governmental commitments to ensuring the Human Rights of women have been made at each of the recent world conferences and women's Human Rights are central to the unanimously approved Beijing Declaration and Platform for Action which raises issues involving the fundamental Human Rights of women.

Human Rights are not just about liberty and freedoms but also about equality, equity and justice. Another milestone advance was made when the World Summit for Social Development recognized 'that the enjoyment of Human Rights was a fundamental basis for social development.' Securing the realization of women's Human Rights on a basis of equality with men is now seen as an essential pre-requisite for sustainable development.

History of Women's Rights

Many of the freedoms taken for granted by women today were not always a given. They were hard-won by courageous women who risked violence, imprisonment and even death, by confronting society's acceptance of gender inequality.

In the XIX century, women were treated as second-class citizens, women did not have any rights and their responsibilities were to take care of the house and children. For centuries, male superiority was not questioned, not even by women. Women started to realise the discrimination that they were facing, in work and in society in general and started to demand the same legal rights as men, the promotion of equal opportunities between women and men.

In UK there was already a thriving women's movement in the XVIII century as, *Vindication of the Rights of Women* by Mary Woolenstonecraft (considered to be the mother of modern feminism) published in 1792, shows.

In the XIX century, with the growing women's movements, Elizabeth Cady Stanton and Lucretia Mott organized the first women's rights meeting at 19 July 1848, held in Seneca Falls, New York, resulting in the signature of the *Declaration of Sentiments*.

We can also refer the Sojourner Truth's speech in 1851 „Ain't I a woman?' acknowledging Black women's history.

Women's movement is the expression of disaffection of women in view of discrimination and marginalization that characterized their situation on family, work, political and in society.

The first wave of women's movement focused on the acquisition of equal rights: the right to property, access to education, the right to economical independence of women and the right to vote." Main aim: to obtain equality in legal matters.

The second wave of feminism, in the 60's, revealed women's oppression by patriarchy and claim to be free of roles and expectation imposed by gender relations. It aims to make public issues previously viewed as private, namely the sexual and reproductive rights (with the legalization of contraceptive methods, and the voluntary interruption of pregnancy). It fights for the equality in professional, educational domains, and against sexist institutions.

Although, there was clear progress in social practices, there are still areas of discrimination, due to the way that activities and social relations are organised to principally benefit men. It is visible in the political power structures, where there are still few women participating.

Feminism

According to Beasley (1999), feminism is a hard concept to define, since it encompasses a wide range of views. Nevertheless the common element is the fight for the female emancipation, which aims to restore a power balance between women and men. Feminism advocates for social, political and other rights of women, for equality between women and men.

Feminism is an organized movement for the attainment of women's rights, which was the most significant contribution to transformations at several levels. For example: the status of women and the new view of gender relations².

Nowadays, feminist theory aims to promote gender equality and empower women worldwide, demonstrating the importance of women and revealing that women were historically subordinated by men.

1.2. Gender Equality

All women deserve to participate in all spheres of public life without being discriminated, for example, have equal access to education and medical care, to participate in political life and be employed. Nevertheless worldwide women and girls live within the confines of rigid gender norms, which frequently result in disproportionate access to essential services and major violations of their Human Rights. Women frequently face gender-discrimination and are also subject of gender expectations that limit their opportunities and options, being defined as mothers, caregivers or homemakers.

To fully participate in their community, women and children need to be able to enjoy their rights, including the right to a life free from violence and participate in all aspects of a public life.

To completely understand gender-based violence, it is important to distinguish between gender and sex. Gender refers to a social concept that takes into account the different roles of women and men, which depend on the socioeconomic, historical, political, cultural and religious context in which they are situated. It influences the way women and men learn or acquire skills. For example, gender plays a role in deciding which tasks are performed, which abilities are acquired and even which interests are encouraged or dissuaded. Gender also affects the way we evaluate other people.

Sex refers to the biological and anatomical characteristics which differ between women and men and are universal. Sex differentiates human beings and meaning is attached to that difference to assign each person to either male or female.

According to the experts of European Council "equality means equal visibility, autonomy, responsibility and participation of both sexes in all spheres of public and private life" (Silva, 1999). The gender principle promotes social justice and Human Rights for all, ensuring equal treatment for all people and promotes fight against inequalities.

² Tavares, 2008: 17

For centuries, men had a dominant role in society. In the last decades, people had become more aware about women's rights and (in)equalities between men and women. The implementation of strategies, e.g. gender mainstreaming, did not diminish the recognition of the gender differences; but recognise and valorise them, considering that meet a positive human development factor and sustainable in societies.

Equality implies the empowerment of women, the specific values and self-interests which contribute to their human and social development, as well as the effective implementation of women's human rights. "Differences in the status of women and men lead to disparate opportunities to claim, benefit from and enjoy human rights, including the right to health. This leads to health inequalities in all countries and poses a major impediment to sustainable development goals, including the Millennium Development Goals" (WHO website³).

The Cornell Empowerment Group (1989) states that "empowerment is an intentional, ongoing process centred in the local community, involving mutual respect, critical reflection, caring and group participation through which people lacking an equal share of valued resources gain greater access to and control over those resources." Wallerstein⁴ stat that "empowerment is a social action process that promotes participation of people, organizations and communities toward the goals of increased individual and community control, political efficacy, improved quality of community life and social justice".

There are several strategies to promote gender equality and equal opportunities between women and men. One of those strategies is known as Gender Mainstreaming, which aims to construct real and effective gender equality, which aims to improve the lives of citizen's , as women and men with equal opportunities.

Another example which intends to promote the gender equality and combat the violence against women is the UN Millennium Declaration and Millennium Development Goals (MDG) adopted in 2000. There were established 8 main goals aimed at the sustainable development and social and economic progress. The MDG 3 refers to the promotion of gender equality and empowerment of women, although it is recognised that this goal is a key element and essential to achieving all MDGs.

Gender equality is needed to eliminate violence against women and to promote the empowerment of women.

³ <http://www.who.int/gender/mdg3/en/index.html>

⁴ Cited by Ornelas, 2008

1.3. Violence against Women

Across the world women are being beaten, trafficked, raped and killed. It happens in poor and rich countries, irrespective of economic development, religion or other aspects. These Human Rights violations not only inflict great harm and suffering on individuals but also entire societies.

In 1992 the UN Committee for the Elimination of Discrimination against Women, under the General Recommendation 19, recognized that the violence against women is a gender-based violence, considering the different functions and roles associated to the gender and which affects women disproportionately.

According to the UN Declaration on the Elimination of Violence against Women, the term *“violence against women’ means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life”*, which includes domestic violence/intimate partner violence.

The different forms of violence against women had become an issue of public and political concern, contrary to the past, when it was considered a private problem and accepted or tolerated by societies. Violence against women should be a concern of all e.g. political, civil authorities and others, as well as religious institutions and NGOs. Progress on this matter is also evident at the legal level, where many forms of violence have been codified and made punishable by the Legal Code.

Violence against women constitutes gender-based violence, often perpetrated by men, given the different roles associated with the gender and which affects women disproportionately. Violence against women can assume different forms and practices, such for example:

- Domestic Violence / Intimate Partner Violence
- Sexual Harassment
- Sexual Violence and Rape
- Trafficking of Women and Children
- Violence in War context
- Religious violence
- Female Genital Mutilation
- Femicide
- Female infanticide
- Prostitution

The practice of multiple forms of violence against women disadvantages the victims, their families and society in general. It requires the efforts of women and men to fight against violence and to promote forms of relationship with shared power and greater intimacy which are ultimately more satisfying for both sexes.

Violence against women is a major public health problem, which can result in a wide range of physical, mental, sexual, reproductive health problems. Health problems can include: headaches, gastrointestinal disorders, abortions, gynaecological problems, sexually transmitted infections (e.g. HIV/AIDS), miscarriages, post-traumatic stress disorder, sleep

Training Package on Risk Assessment
Empowerment & Autonomy

difficulties, eating disorder, emotional distress, drug and/or alcohol misuse, suicidal attempts, among others.

The social and economic costs are enormous and can include, women' isolation, inability to work, loss of wages, lack of participation in regular activities and reduced capacity to care for themselves and their children.

1.4. Legal Rights

Every person is entitled to certain fundamental Human Rights by virtue of being human. The [United Nations](#), the [Council of Europe](#) and the [European Union](#), have specifically recognized that 'Women Rights are Human Rights' and the corresponding obligations of national governments to protect and promote such rights.

Women's Human Rights are enumerated by treaties, conventions, resolutions, declarations and guidelines, promulgated by either the United Nations or a regional Human Rights body. Treaties are formally adopted by national governments and then create legally binding obligations for those governments. Every [state](#) which has ratified a Human Rights treaty must ensure that the Human Rights of its citizens are protected. This means the government commits to both avoid and prohibit actions that violate Human Rights and also to undertake positive steps to ensure that such violations do not take place.

At international level, specific law enforcement bodies, usually specialized agencies, committees or special rapporteurs, monitor the national Human Rights situation. These bodies also review reports and complaints about Human Rights violations, generally submitted by non-governmental organizations (NGOs) but also sometimes by individuals.

Achieving gender equality and empowerment of women was so important, that in 2010 the [UN Women](#) - United Nations Entity for Gender Equality and the Empowerment of Women – was created. This new Entity, as part of the UN reform agenda, brings together resources, combining the efforts of four previously entities, which merged to create greater impact.

At European level, a EU Directive was adopted, establishing the minimum standards on the rights, support and protection of victims of crime. This Directive is part of a legislative package which aims to strengthen victims' rights in the EU.

Legal documents are important instruments as they include measures for the protection, assistance and support of women survivors, including complete and integrated support services, and rights to support.

At a national level, each country has its own national existing legislation directly addressing different forms of violence against women, through: National [Action Plans](#); [Resolutions](#); National Laws on domestic and/or sexual violence; Regulations; and Penal Code.

Module 2: Domestic Violence/Intimate Partner Violence

Introduction

Domestic violence is a pattern of abusive and threatening behaviour that may include physical, emotional, economic and sexual violence as well as intimidation, isolation and coercion. The purpose of domestic violence is to establish and exert power and control over another person. However, there are many stereotypes around domestic violence mostly excusing men for exerting power against women or blaming women for being in an abusive relationship.

It is important to understand that not all domestic violence is the same and it occurs in different phases of daily life and it is not always easy to recognize as sometimes it can be very subtle, as for example when the partner creates an uneasy atmosphere with her friends or family leading the wife to take the initiative of avoiding meeting or contacting them. Abusive relationships have a very negative effect not only on women themselves, but also on their children.

In order to prevent domestic violence it is important to evaluate the risk of its occurrence, ensuring safety and security of survivors of violence and their children. Even though risk assessment and safety planning is usually done by a specialist together with the victim of violence, it is important for women survivors to understand the underlying factors that indicate the increase of risk to help a woman to develop an adequate safety plan for her and her children. The earlier risk of violence against women is identified, the more the safety of women can be enhanced through the application of prevention and safety strategies.

Aim

The overall aim of this training session is to help women to develop knowledge and understanding of the definitions, forms, dynamics, prevalence and impact of domestic violence as well to introduce them to the main concept of risk assessment and safety planning.

Learning objectives

To develop knowledge and awareness of the participants about:

- domestic violence and stereotypes and myths related to it
- abusive behaviour and its underlying reasons
- the dynamics of domestic violence
- the impact of domestic violence on women and children
- the protective factors which could help to identify various opportunities of DV prevention

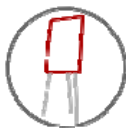
Overview of e-learning units

- 2.1. Domestic violence/Intimate Partner Violence
- 2.2. Types of violence
- 2.3. Signs of violence
- 2.4. Dynamics of violence
- 2.5. Impact on women
- 2.6. Risk Assessment and Safety Planning

Description of learning material

- Slides presenting the different content
- Power and Control Wheels and Equality Wheels – from the Duluth Model, explaining perpetrators' strategies and a model of a healthy relationship
- Example of a Risk Assessment Instrument;
- Safety Tips, considering different safety strategies according to different phases.

General information



EQUIPMENT

Computer, datashow, handouts,
flipchart, markers



TIME

6 h

Learning Material:

- 2.1.1. Stereotypes about Domestic Violence
- 2.2.1. Defining the Abusive Behaviour
- 2.2.2. Types of Violence
- 2.3.1. Brainstorming Signs of Violence
- 2.4.1. Wheels
- 2.4.2. Brainstorming on Influencing Factors
- 2.4.3. Influencing Factors
- 2.5.1. Impact on Women
- 2.6.1. Example of Risk Assessment Instrument
- 2.6.2. Safety Tips
- 2.6.3. Case Study

Further Reading:

- Example of Tests regarding the Signs of Violence
http://www.helpguide.org/mental/domestic_violence_abuse_types_signs_causes_effects.htm

Training Package on Risk Assessment
Empowerment & Autonomy

Overview of learning units and session plan

Unit	Purpose	Task	Time
Introduction of the session	<ul style="list-style-type: none"> Introduce the daily programme. 	Present information about the main activities of this session.	10 min
2.1. Domestic Violence/Intimate Partner Violence	<ul style="list-style-type: none"> Create awareness of what is domestic violence/intimate partner violence. 	<p>Overview definitions of domestic violence and intimate partner violence.</p> <p>Discuss the definitions.</p>	40 min
	<ul style="list-style-type: none"> Evaluate the knowledge of participants about the topic. Evaluate own perception of domestic violence and its causes. 	Reflect on personal stereotypes and discuss stereotypes with the group (Exercise 2.1.1.)	75 min
2.2. Types of violence	<ul style="list-style-type: none"> Understand that domestic violence is about power and control. Realize that abuse is never women's fault. 	<p>Reflect about types of violence, completing the handout (Exercise 2.2.1.)</p> <p>Consider the types of violence, discussing different types within the group.</p> <p>PPT 2.2.2. Types of violence</p>	45 min
2.3. Signs of Violence	<ul style="list-style-type: none"> Create awareness for signs that indicate that a woman is living a violent situation. 	Reflect on potential signs of violence (Exercise 2.3.1.)	45 min
2.4. Dynamics of Violence	<ul style="list-style-type: none"> Understand the dynamics of violence Create awareness about the perpetrators strategies. Understand the factors that prevent and facilitate the leaving a violence situation. 	<p>Explore the dynamics of violence and perpetrators strategies (Handout 2.4.1.)</p> <p>Reflect on factors that prevent or facilitate the leaving of a violent relationship through brainstorming (Exercise 2.4.2.)</p> <p>PPT 2.4.3. Influencing Factors</p>	60 min
2.5. Impact of violence on women	<ul style="list-style-type: none"> Raise awareness about the impact of domestic violence on women. 	Facilitate group discussion about the impact on women (PPT 2.5.1. Impact on Women).	45 min
2.6. Risk assessment and safety planning	<ul style="list-style-type: none"> Understand the importance of risk assessment. Get familiar with the risk assessment instruments. Become aware of safety planning tips 	<p>Introduce the risk assessment and safety planning concept to the group.</p> <p>Explain the risk assessment tools and their application (Annex 2.6.1.)</p>	70 min

		<p>Group discussion about the possible actions to increase safety for the survivors (Annex 2.6.2.)</p> <p>Analysis of a case study to assess risk and provide possible solutions to ensure safety (Annex 2.6.3.)</p>	
Final debate and questions	<ul style="list-style-type: none"> Evaluate the learning outcome and to clarify doubts 	Answer questions, give more examples.	20 min
Evaluation	<ul style="list-style-type: none"> Evaluate the training session 	Completing the evaluation questionnaire.	5 min

Background Theory

2.1. Domestic Violence/Intimate Partner Violence

According to the CoE Convention on preventing and combating violence against women and domestic violence (2011), domestic violence “shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim”.

Domestic Violence (DV)/Intimate Partner Violence (IPV) is a serious crime under the national penal legislation of some EU countries, including sexual, psychological beyond the physical abuse, moreover is a violation of Human Rights and a widespread problem with negative effects on their families and communities. It is common to all societies and regardless of age, educational level, social and economic status, ethnic background and religious beliefs. And it is gender-based violence, perpetrated often against women, within intimate relations, by their husbands/partners or ex-husbands/ex-partners and violating the principle of equality.

DV/IPV has a continuous nature and is rarely a single incident. Over time, perpetrators use different strategies to frighten the victim and to exert power and control over her. Some actions can only be understood by those involved, for example, a simple look which the victim understands as a warning but which is not noticeable to others. This is one of many reasons why couple based interventions are rarely effective.

Traditionally, domestic violence has been justified by beliefs, i.e., stereotypes which tend to excuse the perpetrator, many of which still exist today. Male violence towards women has been and still is attributed to alcohol use/misuse; employment reasons whether this be – unemployment; stressful work situations; the woman’s behaviour such as provoking him or by not satisfying his needs.⁵ Please see the Handout 2.1.1. to consult the myths and its explanations.

⁵ Lisboa et al., 2006, p.6

2.2. Types of Violence

Domestic violence/intimate partner violence is not always the same. It varies from situation to situation. Domestic violence assumes several forms, including physical violence, sexual abuse, emotional abuse, intimidation, economic deprivation, and threats of violence including destructive acts on victim's property. It is most commonly a combination of them all.

Examples of violence				
Physical hitting, kicking, beating, hitting with objects; burning; shoving against furniture; kidnap; choking, strangling, attack with gun; kill.	Psychological insult, humiliate, scorn, criticize her opinions/actions, threaten, treat her as an object, threaten with weapons, long silences, causing fear by injuring children or pets.	Sexual unwanted sexual contact, forced to watch pornography, insults, brutality, forced intercourse and sexual practices, sodomy, sexual intercourse with his friends.	Economical preventing woman from working, prevent access to the finances, controlling all expenses, not contributing to the expenses, forcing woman to hand over her income.	Stalking repeated phone call, sending letters, following a woman, spying or openly watching a woman, harming pets, sending flowers or chocolates, damaging property.

In domestic violence situations, the types of violence are often overlapping and combined since the main aim of all of them is to exert power and control over the partner, creating an atmosphere of tension and fear.

Often, domestic violence endures over long periods of time. The frequency and intensity tend also to increase over time. The use of physical, verbal and psychological violence, the threats and intimidation to control and maintain power over them⁶, are deliberated and intentional.

2.3. Signs of Violence

There are many signs of IPV, which indicate that a woman may be experiencing it. Please see exercise 2.3.1. "Brainstorming on signs of violence" and list of examples.

2.4. Dynamics of violence

Often the violence and perpetrators are excused by alcohol misuse and/or mental problems such as stress or depression. However, violence is an intentional act, which uses a combination of coercion, intimidation, and use of physical force, aims to dominate and

⁶Domestic Abuse Intervention Programme: <http://www.theduluthmodel.org/training/wheels.html>

University of Michigan: <http://hr.umich.edu/stopabuse/resources/definitions.html>

control. The Power and Control Wheel (see Handout 2.4.1.), shows the common strategies used by perpetrators to achieve this.

Opposite to the Power and Control Wheel, the Equality Wheel (see Handout 2.4.1.) presents a healthy relationship, where there is space for negotiating, finding solutions together and shared power and responsibilities and which is based on trust and support.

Factors: Leaving or Staying in a Violent Relationship?

Why do women stay? Why not leave the violent situation? Why do they sometimes return to the abusive relationship? These are common questions that focus the professionals' attention on what is wrong with the victims/survivors.

On the other hand if the question is "why do women make repeated attempts at leaving but fail to sustain it?" or "What were the constraints for leaving did you had?" then attention is focused on the barriers that prevent her from leaving and it is a good start for designing the support intervention.

In fact, there are some factors which influence the decision to remain or leave a violent relationship. For example:

Potential factors as to why women stay	Potential factors as to why women leave
<ul style="list-style-type: none"> • reprisals from the perpetrator; • nowhere • think that they are able to change their partner; • think they are the cause of the problem • do not desire to leave their home, family, friends, employment; • consider that is important for children to have a father; • having pets who they would like to keep; • to maintain their job or not having a means of subsistence – economic dependency; • not having savings or having limited finances; • lack of knowledge/information about their own rights; • lacking a housing alternative; • fear of losing children; • isolation and no informal networks; • family pressure; • reluctance to appeal to services for support and protection 	<ul style="list-style-type: none"> • increase of violence in terms of frequency and severity; • Beginning to feel that is a problem of the perpetrator – she is not the cause of violence; • Perpetrator start to abuse and maltreat the children; • Have support from an informal network; • Is financially independent.

Besides, fear of the perpetrator and further violence, reprisals from family and friends, the feeling of impotence and shame, feeling responsibility and guilt for the violence are also

important factors to consider. If a woman has a disabled child this can create additional difficulties in leaving the violent relationship.

2.5. Impact on Women

Domestic violence/IPV has several impacts on victims/survivors, such as physical, sexual and/or psychological damage, forced isolation, economic deprivation and in the last instance homicide or suicide. Please note that the issue of homicide/suicide is a sensitive theme to be spoken about in a survivor group.

Examples of the impact of violence on women	
Physical <ul style="list-style-type: none"> Physical injuries (bruises, broken bones and other traumatic physical damages) Range of physical handicaps or health problems temporaries or permanents Death Reproductive problems Unwanted Pregnancy Abortions Sexually transmitted diseases Sleep disturbances Psychosomatic and cognitive disorders 	Psychological <ul style="list-style-type: none"> Low self-esteem Anxiety Post Traumatic Stress Eating disorders Depression Feelings of worthlessness Panic attacks Sense of guilty, incapcity Fear, Insecurity Difficulties in interpersonal relationships Lack of personal valorisation
Social <ul style="list-style-type: none"> Lack of social support (familial and other informal social support) Social exclusion (Rights, resources and information) (Geographical) isolation 	Employment <ul style="list-style-type: none"> Work absenteeism Precarious and instable work Low salary Economic dependence Financial control by the partner

Although the physical effects can be severe and even life-threatening, most survivors consider the emotional impact to be more damaging and long lasting. Survivors attempt several strategies to cope with and prevent violence and protect their children. Nevertheless, the most serious consequence of IPV is death.

2.6. Risk Assessment and Safety Planning

Risk could be considered as something adverse or dangerous occurring with the potential for serious harm. In domestic violence, it is possible to consider several types of risks, including risk of homicide, suicide and re-assault. Risk changes over time, is not a static concept and is influenced by several factors and escalating of violence.

The risk assessment is important to ensure the safety of women and children by assessing the risk levels. This process should be done by a professional together with a woman, by using or not an instrument – it is useful to gather information in a systematic manner. To see an example of instrument which measures the risk of homicide, please consult the Handout 2.6.1.

Moreover, risk assessment does not predict the risk accurately; it refers to the likelihood of further occurrence and/or severity of the impact. It can inform about who should be at risk. The assessment should consider both the risk factors and protective factors. For more information on risk factors, please consult the *Manual on Risk Assessment* available at www.e-maria.eu

Risk Factors - Examples

Women Survivors	Perpetrator
Pregnancy / New born	Use / access to Weapons
Isolation	Use of violence / threats to harm
Fear	Use of violence / threats to harm or kill children
Depression / Mental Health issues	Use of violence / threats to harm or kill children or other family members
Suicidal ideas / attempts	Use of violence / threats to harm or kill pets
Relationship	Damage or throw objects
Separation	Sexual violence
Disclosure	Previous or current Court Order violation
Escalation of violence	Control / possessiveness or obsessive behaviour
Threats to kill	The use of new technologies to exercise control over
Financial difficulties	Stalking
Disputes over child contact	Professional Activity (to use the professional status to exercise influence/power/control and access to private information/data and/or weapons)
	Unemployment (to have more free time)
	Violence History

The protective factors may include the following: supportive network, access to resources (financial, housing, transport) and legal measures that could be applied, among others.

Nevertheless, not all survivors recognize the risk that they are facing. In some cases they minimize their own risk and underestimate the risk level that arises mainly as a survival strategy. Thus, after the assessment, it is important to inform women about the risk they are facing to encourage them to take further steps to manage and reduce the risk.

Safety Plans

A safety plan is a set of measures and strategies aimed to increase women's and children's safety, which should be tailored to each individual's situation. It should be created together

with the survivor and may have different objectives, such as preventing violence, avoiding serious injuries and leaving the violent relationship, among others. To further reduce risk, interventions with the perpetrators are also needed to ensure survivors' safety. These may be legal, although in some regions community disapproval of the perpetrator has also been used as an effective measure.

There are some strategies that can reduce the risk and impacts of violence. This information must be given to survivors on this course. (see Handout 2.6.2.)

Information about safety strategies is developed further in Module 4 – Personal Safety.

Module 3: Children and Domestic Violence

Introduction

Domestic violence is gender-based violence, perpetrated by men, often their husbands/partners or former partners. Whenever a mother is subjected to violence, there is a high probability that a child is a victim, of abuse and neglect or as witness of IPV. Every single child exposed to violence at home has its own reactions, but witnessing violence against their mother is, in any case, a form of psychological abuse to a child with potentially severe consequences.

Children can be psychologically affected and traumatised by their experiences even if they are not witness to acts of physical violence. They can be negatively affected by living in a tense or fearful atmosphere where their natural curiosity and exuberance can cause tempers to switch unexpectedly.

Therefore, it is very important to consider seriously the impact of exposure to domestic violence on children. Recovery for children is possible with help and support from relevant professionals. With the help of specialized services (social services, psychological support etc.) and mothers/family support, children can avoid long term impacts on their behavioural, emotional, and social functioning.

Aim

The aim of this training session is to develop understanding about the main risks that the children living in an abusive environment are exposed to and possible ways of child protection.

Learning objectives

- Understand the extent to which domestic violence affects the children who witness it
- Develop knowledge about possible ways of supporting a child
- Gain knowledge about the European and national instruments and activities supporting and protecting children exposed to domestic violence.
- Create awareness about the mother-child relationship and learn some strategies on how to overcome the impacts of violence

Overview of learning units

- 3.1. Children and domestic violence
- 3.2. Impacts on children
- 3.3. Survival strategies
- 3.4. Mother and child relationship
- 3.5. Child Protection

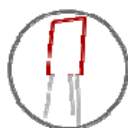
Description of learning material

- Handout presenting the impact of violence on children, considering also its impact according to their age;
- Exercise – brainstorming about the survival strategies that children develop to cope with the violence;
- Set of slides presenting the relationship between mother and child, including the potential damage to this relationship and tips to improve it.

Tips

- The trainer should prepare a list with institutions and organizations at both local and national level where women can look for help and advice, as well to help them to deal with their own feelings about having exposed their children to violence;
- The trainer should prepare a list with institutions and organizations at local and national level which can provide support to a child who has been a victim of domestic violence.

General information



EQUIPMENT

computer, datashow, flipchart,
markers



TIME

3h

Learning Material:

- 3.2.1. Brainstorming of the impact on children
- 3.3.1. Brainstorming on Survival Strategies
- 3.4.1. Brainstorming on mother-child relationship
- 3.4.2. Mother-child relationship
- 3.6.1. Further Reading

Further Reading:

- Council of Europe Strategy for the Rights of the Child (2012-2015) – available at www.coe.int/t/dg3/children/MonacoStrategy_en.pdf
- Royal College of Psychiatrists (2004). *Mental health and growing up: Domestic violence - Its effects on children*, 3rd edition (available from www.rcpsych.ac.uk/info/young.htm).
- the European Convention on Recognition and Enforcement of Decisions concerning Custody of Children and on Restoration of Custody of Children (ETS No. 105);

Training Package on Risk Assessment
Empowerment & Autonomy

- the European Convention on the Exercise of Children's Rights (ETS No. 160);
- the Convention on Contact concerning Children (ETS No. 192);
- the Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (CETS No. 201).

Overview of learning units and session plan

Unit	Purpose	Task	Time
Introduction of the session	<ul style="list-style-type: none"> • Introduce the daily programme. 	Present information about the main activities of this session.	10 min
3.1. Children and Domestic Violence	<ul style="list-style-type: none"> • Introduce the topic. 	Facilitate group discussion about children exposed to domestic violence: What do they think about children's experience in situations of IPV?	5 min
3.2. Impact on children	<ul style="list-style-type: none"> • Create awareness about the impact of violence on children and young people. • Understand the psychological and physical effects DV has on children. 	<p>Facilitate group discussion about DV effects on children and young people.</p> <p>Explain the impact at different ages and stages of development.</p> <p>Activity 3.2.1. Brainstorming on Impact on Children</p>	50 min
3.3. Survival strategies	<ul style="list-style-type: none"> • Understand the ways the children try to cope with DV witnessed at home. 	<p>Explain the basic survival strategies used by children exposed to DV.</p> <p>Activity 3.3.1. Brainstorming on survival strategies</p>	20 min
3.4. Mother and child relationship	<ul style="list-style-type: none"> • Learn about the ways to communicate with children affected by DV. 	<p>Facilitate group discussion about the different ways that children are affected by IPV/DV.</p> <p>Discuss within the group the possible ways to cope with the issues expressed and where to look for assistance (Exercise 3.4.1.).</p> <p>PPT 3.4.2. Mother-child relationship.</p>	45 min
3.5. Child Protection	<ul style="list-style-type: none"> • Understand what to do in cases of child abuse. • Learn about national legislation and policies related to children's rights and protection. • Learn about the organizations, social services and other institutions at national level that can provide support to a child. 	<p>Discuss within the group the possible strategies to use in case of child abuse.</p> <p>Facilitate discussion within the group about the possible actions at national level aimed at supporting children.</p> <p>Give examples of European actions, e.g. CoE Programme "Building a Europe for and with children".</p> <p><i>Check national procedures and support institutions and national actions.</i></p>	30 min
Final debate and questions	<ul style="list-style-type: none"> • Evaluate the learning outcome and to clarify doubts. 	Answer questions, give more examples.	10 min

		Deliver the Handout 3.6.1. Further Reading.	
Evaluation	• Evaluate the training session.	Completing the questionnaire.	5 min

Background Theory

3.1. Children and Domestic violence

Whenever a mother is subjected to violence, there is a strong probability that a child is a victim of violence. Living in a family where the mother is abused also means being exposed to the oppression and control which forms the background to the actual violence. Research has consistently shown that a high proportion of children living with domestic violence are themselves being directly abused - either physically or sexually - by the same perpetrator. Estimates vary from 30% to 66% depending upon the study. Nearly three-quarters of children subject to a child protection intervention live in households where domestic violence is occurring.⁷

Often children do not tell anyone about the violence at home. They learn that violence is a secret to be kept within the family. They also learn that adults are allowed to resort to violence as a means of getting what they want. In many families violence is never talked about, despite the fact that family members all experience it together. Parents may carry on as if nothing had happened, or actively deny the violence in front of their children. As a result, children go quiet, hide their memories and dare not even believe in what they have experienced.

Every single child exposed to violence at home has their own reactions, with potentially severe consequences. The reactions and feelings of the child who witnessed the violence may be as strong as or stronger than the reactions and feelings of a child that is physically abused. Many children actively try to protect their mother with their bodies or by attacking the abusive man. As a result often they are also assaulted. Other children are horrified bystanders. Some children witness violence, by seeing the mother's fear of the perpetrator or by being confronted with bruises and black eyes. Almost all grow up in an atmosphere of fear and tension.

A child that grows up in a home with a constant threat of violence is denied the sense of basic trust and security. This affects the relationship with both parents. Children may blame their father for the violence and their mother for the lack of security and protection. However, even though mothers make considerable efforts to keep their children as safe as possible they are often blamed for the impacts on their children.

⁷ Department of Health (2002) 'Women's Mental Health: Into the Mainstream: Strategic development of mental health care for women' (London: DH).

3.2. Impact on Children

Adults often consider that children and young people are not really affected by the violence if they do not see any assaults. Many children and young people are at home, sometimes in the same room when the violence is happening or they may be in another room but be able to hear the abuse. If children do not feel safe at home, this can have many negative physical and emotional effects, as well as they develop a number of different survival strategies⁸ as ways of coping.

Several factors will have an effect on a child's response, such for example: age, sex, stage of development, individual personality, cultural and ethnic background. Age can make a difference to the visibility of symptoms and the mode of their expression. Underlying the symptoms which children develop are strong feelings of terror, fear of death and fear of losing their mother.⁹ DV/IPV can jeopardise the developmental process of children and problems may be carried into adulthood.

Most children, however, will be affected in some way by tension or by witnessing arguments, distressing behaviour or assaults. They may feel guilty (assuming the responsibility for the violence), angry, insecure, frightened, powerless, or confused. They try to prevent further violence, as well as to protect, comfort and support their mothers – with an impact on school attendance and achievement. They may have ambivalent feelings, both towards the perpetrator, and towards the non-abusing parent.

Violence may also interfere with children's social relationships: they may feel unable to invite friends round – or may be prevented from doing so by the abuser – out of shame, fear, or concern about what their friends may see.

Please consult the Handout 3.2.1. for more information about the impact on children and by age.

3.3. Survival strategies

When faced with a difficult situation, children “cope” by coming to an understanding (possibly distorted) about what is happening and dealing with the flood of hurtful emotions. Their survival strategies can involve feelings (emotional), thoughts (cognitive), or actions (behavioural).

The most common survival strategies are:

- mental blocking or disconnecting emotionally which includes numbing emotions and blocking thoughts, learning not to hear, imagining being somewhere else, but also drinking alcohol or using drugs;

⁸ Baker L. and Cunningham A. (2004), *What about me? Seeking to understand a child's view of violence in the family*, London Family Court Clinic, Canada.

⁹ Holt S., Buckley H. and Whelan S. (2008), *The impact of exposure to domestic violence on children and young people: a review of the literature*, Child Abuse and Neglect, No. 8, Vol. 32, p. 797.

- making it better through fantasy includes planning revenge, fantasising about a better life, of being born in another family, hoping to be rescued by someone else;
- physical avoidance includes leaving the room, leaving home and even running away from home;
- taking charge through caretaking includes protecting brothers and sisters from danger, assuming the parental role, taking care of his or her mother;
- reaching out or crying out for help includes telling a teacher, a friend or a neighbour, calling the police but also suicidal gestures, self-injury or getting into fights;
- trying to predict, explain, prevent or control the behaviour of the abuser includes trying to be a perfect child, to cover up bad things, and searching for explanations for the violence (for example, “Mummy made a mistake” or “I have been bad”);
- Using violence against their peers – Bullying behaviour - to feel control over their own lives.

Some children are severely traumatised and develop post-traumatic stress syndrome that requires specialised treatment. They are not able to integrate their experiences of violence and are haunted by their memories and the feelings and thoughts that the memories awake. They need to integrate their experience of the violence with their understanding of themselves and the world around them.¹⁰

¹⁰ Silver L., Karyl J. and Landis T. Y. (1995), *Individual psychotherapy for the traumatized children of abused women*, in Peled E., Jaffe P. G. and Edleson J. L. (eds)

3.4. Mother and Child Relationship

In DV/IPV children can play different roles, either by adopting one consciously or unconsciously or by being given a role or having it imposed upon them, which has impact on the mother-child relationship. Children can take one or more than one role, used sometimes as a coping strategy. These roles are useful to understand how children respond to and cope with violence.

Role ¹¹	Explanation
Caretaker	Child act as a parent to younger siblings and mother. For example: supervises routines, household duties (e.g. meals, putting young siblings to bed), helps to keep siblings safe during a violent incident.
Mother's confidant	Mother shares her feelings, concerns and plans with the child. Child witnessing violent incidents, helps mother to check reality in case of perpetrator lies or minimise the incident later on.
Perpetrator's confidant	Perpetrator may treat child better and justifies his violent behaviour. May also ask to report back the mother's behaviour. Child will be rewarded by doing so.
Perpetrator's assistant	The child may be forced to assist the violent incidents and even be forced to participate on it (e.g. saying demeaning things or be physically violent).
Perfect child	The child tries to prevent further violence, actively addressing issues, e.g. being excellent in school, never arguing or misbehaving.
Referee	The child tries to keep the peace, mediating the situation.
Scapegoat	The child is blamed for the family problems, the tension between parents, the violence incidents, justifying all the violence. This child may have additional vulnerabilities (e.g. mental ill or a step-child).

DV/IPV can have a negative impact on the relationship between a mother and her children. Many women try to protect their children from violence. Women can stay in a violent relationship because of their children, not realising that the children may prefer to leave. It is common to not talk about the abuse, and silence is very difficult for children. Women may not realise the effects of violence on children. Nevertheless, there are some cases where this relationship may be strengthened. Women may feel that they are guilty for failing as a parent or for seeking help, as well as being concerned that her children may be taken away if she reports the violence.

There are several threats to the mother-child relationship. We highlight some of these:

- As a result of long-term violence, woman may:
 - see herself as unable to care of their children;
 - feel unable to carry out or perform the daily tasks;
 - have mental health problems (e.g. depression, trauma, suicide attempts) which affects her parenting ability;
 - reduction in her parental power, and the children disrespect her;

¹¹ Extracted from *Improving Safety, Reducing Harm – Children, Young People and Domestic Violence*, Department of Health, London, 2009

- A woman may try to protect her children from knowing what is happening – children will be confused or reliant on their own interpretations;
- A woman may resent it if children take the father's side;
- A woman may become over-protective due feelings of isolation or guilt;
- If a child results from a rape, they might represent a constant reminder of the violence;
- If children witness the violence, they might consider that their mother is unable to protect them or that she misbehaved and is being punished;
- Children may be coerced to maltreat their mother;
- Children may be direct victims of (physical and/or sexual) violence;
- Children may blame mothers for not protecting them;
- Children may feel that they have to protect their mother – which is an unfair responsibility for a child;
- When leaving home, they have to leave everything they know behind – the frustration may be taken out on the mother;
- Court may order contact with the perpetrator – continuous pressure on them and their mother.¹²

Mothers need to recognise that there is a lot they can do regarding their children and their relationship.

- It is important to re-establish routines to create security;
- They need to explain that the violence was not their fault and she is available to talk about it. Explain also about healthy relationships in age appropriate ways, based on the equality wheel (please consult the Module 2 – Domestic Violence);
- Respond honestly to her children's fears;
- Ensure children's safety and security;
- Let them get support from their friends and other family members;

Based on the Nurturing Wheel (see *PPT 3.4.2.*), there are examples of how to establish a good relationship between mother and children.

Moreover, there are 10 key strategies for use with children affected by domestic violence/ child abuse:

- Positive role modelling
- Clear expectations
- Praise good behaviour
- Focus on behaviour not qualities of the child
- Explanation for requests
- Avoid emotional reactions and yelling
- Givens and choices
- Reasonable expectations
- Boundaries around adult matters
- Spending time with the children

Explanations of these are included in the notes beneath the slides.

¹² *Improving Safety, Reducing Harm – Children, Young People and Domestic Violence*, Department of Health, 2009

3.5. Child Protection

What to do if a child is being abused

In cases where a child is being abused, it is important to seek for help and take steps to protect them. If the child tells the non-abusive parent that he/she has been abused, it is very important to respond immediately:

- Listen carefully and let the child tell what happened in his/her own time.
- Reassure the child that he/she is not to blame for what happened (or is happening).
- Let the child know he/she is very brave to tell about it.
- Show the child the concerned for him/her.
- Try to stay calm and not let the child see how shocking her/his story was.¹³

If a child is at risk of further abuse (if a woman continues to live with the perpetrator or if children have regular contact with him), then it will be necessary to take steps to protect him/her from further harm. A woman can take the following further steps to protect her child:

- Call the police or child protection services;
- Contact a local women's organisation or women's crisis centre dealing with domestic violence/gender-based violence cases;
- Call the National Domestic Violence Helpline or other Freephone 24 hours helpline providing aid for children;
- Move to a refuge with the children if there is a high risk for their safety.

National and European Actions

According to the UN Convention on the Rights of the Child every child has a right to both its parents. And every child has the right to be protected against violence. The rights and protection of children are covered by major conventions of the Council of Europe such as the Convention for the Protection of Human Rights and Fundamental Freedoms (ETS No. 5) and the revised European Social Charter (ETS No. 163), as well as those of other international organisations such as the UN Convention on the Rights of the Child.

Possible actions at national level

Ending an abusive relationship does not automatically end the risk of violence. On the contrary, the risk may increase. Any legal measures aimed at preventing or stopping violence against mothers can also protect their children. Decisions regarding custody and visitation are important factors in protecting a child against domestic violence.

Actions at European level

The Council of Europe Strategy for the Rights of the Children (2012-2015) aims to implement the United Nations Convention on the Rights of the Child in Europe. The Programme "Building a Europe for and with children" will focus on four strategic objectives:

¹³ *The Survivor's Handbook*, Women's Aid Federation of England, 2005.Revised 2009.

1. promoting child-friendly services and systems;
2. eliminating all forms of violence against children;
3. guaranteeing the rights of children in vulnerable situations;
4. promoting child participation.¹⁴

Children's issues are also a secondary focus of recent or current Council of Europe activities to combat violence against women including domestic violence, such as those undertaken by the task force set up following the Warsaw Summit, under the Council of Europe campaign 2006-08. The [Convention on preventing and combating violence against women and domestic violence](#)" was open for signatures and rectification on May 2011 in Istanbul.

¹⁴ Council of Europe Strategy for the Rights of the Child (2012-2015) – available at http://www.coe.int/t/dg3/children/MonacoStrategy_en.pdf

Module 4: Personal safety

Introduction

A safety plan is a set of measures and strategies that aims to increase women and children safety and must be designed with survivors, tailored to each individual situation.

Safety involves more than assessing the potential future of risk. It implies the protection of human dignity, freedom and the right to live a life without violence.

Aim

This module intends to develop important skills regarding personal safety.

Learning objectives

- To understand that we have the right to live in safety and to live a life without violence;
- To understand that the personal safety is a human right;
- To learn practices of personal safety in different situations: when a woman lives in a violent relationship and she is still at home; when she is preparing to leave; and after leaving the violent relationship.

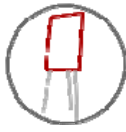
Overview of learning units

- 4.1. Personal safety in a violent relationship.
- 4.2. Personal safety at the exit of a violent relationship.
- 4.3. Personal safety after leaving the violent relationship.

Description of learning material

- A set of exercises to promote the active participation of the trainees and a case study regarding personal safety;
- Table with different personal safety strategies for different situations.

General information



EQUIPMENT

computer, datashow, flipchart,
markers, handouts, pens



TIME

3h

Learning Materials:

- 4.1.1. Brainstorming on personal safety
- 4.1.2. Personal Safety as a human right
- 4.1.3. Brainstorming on personal safety in a violent relationship
- 4.1.4. Personal safety when still at home
- 4.2.1. Brainstorming on personal safety at the exit of a violent relationship
- 4.2.2. Personal safety when preparing to leave
- 4.3.1. Brainstorming on personal safety after leaving a violent relationship
- 4.3.2. Personal safety after leaving a violent relationship
- 4.3.3. Case Study

Overview of learning units and session plan

Unity	Purpose	Task	Time
4.1. Personal safety in a violent relationship	<ul style="list-style-type: none"> Introduce the aim of the module. 	Present the aims of the module.	5 min
	<ul style="list-style-type: none"> Assess the knowledge of participants about the topic of the module. 	Brainstorming: give ideas about the concept of personal safety (Exercise 4.1.1.).	10 min
	<ul style="list-style-type: none"> Introduce the concept of personal safety as a human right. 	Present the concept of personal safety as a human right (4.1.2. PPT: Personal Safety as a human right).	15 min
	<ul style="list-style-type: none"> Reflect and identify personal safety strategies in a violent relationship. 	Brainstorming: give ideas about the theme (Exercise 4.1.3.). Present some personal safety strategies in a violent relationship. (PPT 4.1.4. Personal safety when still at home).	30 min
4.2. Personal safety at the exit of a violent relationship	<ul style="list-style-type: none"> Reflect and identify personal safety strategies when leaving a violent relationship. 	Brainstorming: give ideas about the theme (Exercise 4.2.1.). Present some personal safety strategies when leaving a violent relationship (PPT 4.2.2. Personal safety when preparing to leave).	30 min
4.3. Personal safety after leaving a violent relationship	<ul style="list-style-type: none"> Reflect and identify personal safety strategies after leaving the violent relationship. 	Brainstorming: give ideas about the theme (Exercise 4.3.1.). Present some personal safety strategies after leaving a violent relationship (PPT 4.3.2. Personal safety after leaving a violent relationship). Case study (Exercise 4.3.3.) Handout "Personal Safety"	70 min
Final debate	<ul style="list-style-type: none"> Evaluate the learning outcome. Clarify doubts. 	Answer questions. Give examples.	15 min
Evaluation	<ul style="list-style-type: none"> Evaluate the training session. 	Completing the evaluation questionnaire.	5 min

Background Theory

4.1. The safety planning process

The safety planning process intends to improve the static and dynamic resources related to survivors' safety.

The safety dynamic implies the involvement of the survivor and professionals from different fields, trying to respond quickly and effectively before the circumstances change.

The static safety is associated with the mobilization of certain strategies and equipment, such as improved lighting, installation of video cameras, security gates and door control points, among others.

The safety plan design depends on the characteristics and needs of each survivor. Some women have a high level of autonomy, capacity planning and decision-taking and may not need such a large range of support services; other women may need a considerable support.

When risk assessment point to a high-risk level, survivors need immediate protection. Therefore, it is essential that survivors are supported with:

- information and advice on their legal rights
- advice on specialist services (contact details and possible referral)
- information regarding emergency numbers/helplines
- the contact number and address of the nearest police station
- immediate support for designing a safety plan, including personal protection strategies and possible referral to a shelter/refuge.

In case of referral to a shelter/refuge, it is important to explain that shelters are temporary safe and confidential houses for women and children in high-risk situations, aimed to protect their physical and psychological integrity and to promote their individual empowerment and autonomy.

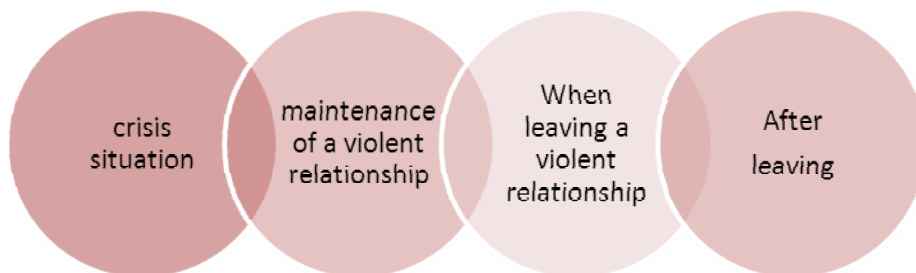
The referral to a shelter/refuge requires the consent of the survivors, a statement explaining the need, information on risk assessment and management, as well informing women that the data collected will be sent to the host organization. In case of referral to a shelter/refuge survivors may have, for security reasons, to:

- restrict contacts with their natural support network (family, friends, co-workers) and community
- leave their workplace or request a confidential transfer to a safe place
- change her phone number
- change children's phone number
- change children's school
- consider certain safety rules, such as, ensuring confidentiality of the shelter/refuge address and contacts
- to adapt themselves to a new environment and start a new life project, according to the women's will

To survive an abusive relationship, it is required survival skills and knowledge, including assessing and managing risk, which must be recognized and valued. Survivors will

frequently have developed several strategies to try to avoid or prevent the violence as well as to manage the risk to themselves and their children. As such, safety plans should always begin with building on the strategies the survivor has already found to be effective and by identifying what resources she has to create or adopt the new ones. Her judgement about what she thinks will / won't work and her capacity to do / not do certain actions create the framework for an effective safety plan.

Safety plans can be implemented in a variety of situations, including:



There are some strategies that can reduce the impact of violence (read the Handout of the activity 4.3.2.)

Module 5: Personal Development

Introduction

Contemporary societies are characterized by fast technological progress and fast economic and social change, with consequences for the opportunities and practices of social and civic participation, and professional requirements.

Currently, each person is called to develop a complex set of personal and social roles, and interpersonal skills are essential to be able to deal with a variety of situations that arise during our daily lives, promoting a lifelong learning.

This set of social and personal roles requires a conscious action, involving communication, responsibility, cooperation and negotiation. It is in these assumptions that we believe, that life experiences create learning skills, critical to lifelong education.

Domestic violence can generate many obstacles for survivors in terms of civic education and professional achievement. As already mentioned one of the strategies of the perpetrator is to socially isolate the victim often preventing her from working and developing relationships. This isolation affects personal motivation and capacity for social and civic participation. In this sense, strengthening personal and social skills can help survivors to rebuild their lives and create new social networks, with a view to empowering women survivors.

Aim

This module intends to reflect on the importance of the lifelong development of personal and social skills, such as interpersonal skills, communication and conflict management.

Learning objectives

- To understand and reflect on social skills, including verbal and nonverbal communication;
- To learn about different styles of behaviour;
- To understand and learn about the concept of assertiveness;
- To learn about the different types of conflict and identify the most appropriate strategies for their effective management.

Overview of learning units

- 5.1. Interpersonal Communication Skills
- 5.2. Assertiveness
- 5.3. Conflict Management

Description of learning material

- Slides explaining the communication process, the different styles of interpersonal communication, especially assertiveness, and different types of conflict;
- A set of reflective exercises about communication, assertiveness, conflict management and team work.

General information



EQUIPMENT

computer, datashow, flipchart,
markers, handouts, pens



TIME

6 h

Learning Materials:

- 5.1.1. Personal motivation
- 5.1.2. Brainstorming on personal development
- 5.1.3. Self-reflection exercise
- 5.1.4. Interpersonal communication skills
- 5.2.1. Assertiveness
- 5.2.2. Assertive and not assertive behaviours
- 5.3.1. Conflict Management
- 5.3.2. Case study about conflict management

Overview of learning units and session plan

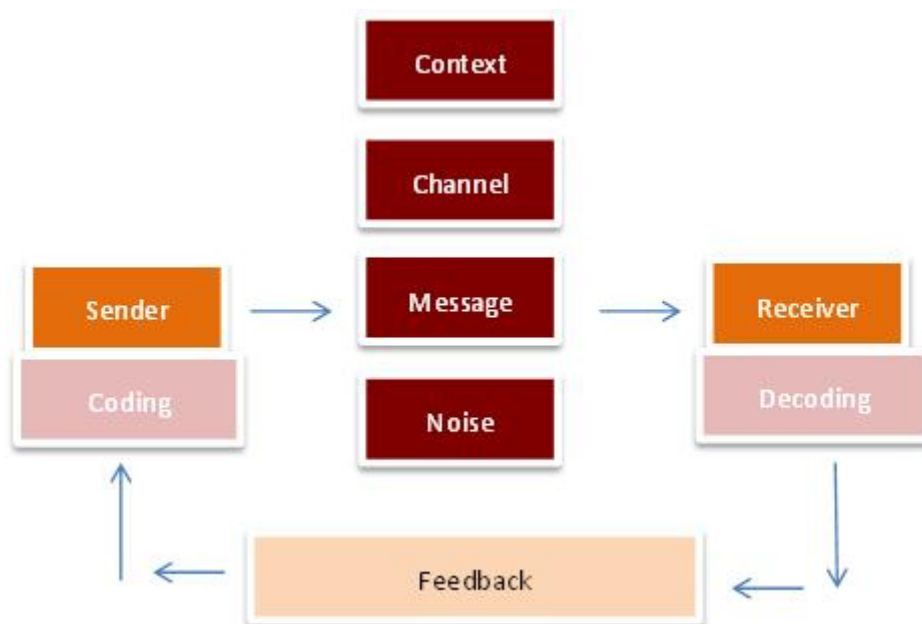
Unity	Purpose	Task	Time
5.1. Interpersonal communication skills	<ul style="list-style-type: none"> Introduce the aim of the module. 	Present the aim of the module.	5 min
	<ul style="list-style-type: none"> Motivate for the learning process and to work ability of expression. 	Exercise about personal motivation (Exercise 5.1.1.).	45 min
	<ul style="list-style-type: none"> Assess the participants knowledge of the topic. 	Brainstorming: give ideas about the theme and its importance (Exercise 5.1.2.)	10 min
	<ul style="list-style-type: none"> Introduce Interpersonal communication skills. 	Self-reflection exercise (Exercise 5.1.3.). Discuss the results.	40 min
	<ul style="list-style-type: none"> Develop skills for effective communication, reinforcing positive interpersonal relationships. 	Present the communication process: the main elements; the barriers, non-verbal communication and active listening (PPT 5.1.4. Interpersonal communication skills).	45 min
5.2. Assertiveness	<ul style="list-style-type: none"> Learn about the different types of interpersonal communication and understand the concept of assertiveness. 	Present the different styles of interpersonal communication. In particular, assertiveness (PPT 5.2.1. Interpersonal communication skills). Exercise about assertive and non-assertive behaviours (Exercise 5.2.2.).	100 min
5.3. Conflict Management	<ul style="list-style-type: none"> Develop skills for conflict management and for negotiation. 	Introduce the theme and to present the different types of conflict resolution (PPT 5.3.1. Conflict Management). Case Study (Exercise 5.3.2.)	90 min
Final debate	<ul style="list-style-type: none"> Evaluate the learning outcome. Clarify doubts. 	Answer questions. Give examples.	10 min
Evaluation	<ul style="list-style-type: none"> Evaluate the training session. 	Complete the evaluation questionnaire.	5 min

Background Theory

5.1. Interpersonal Communication Skills

Communication is an important part of the human experience and social organization, it is important for forming good relationships whether at home, in your community and at work.

In a time of globalization, we are faced with greater competitiveness in the labour market. It is the set of skills and abilities of each person which gives the competitive edge, and this increase the necessity to develop a good communication process. Communication is a dynamic and continuous process, allowing the establishment of interpersonal relationships. In this sense, it is important to remember an axiom of communication: "all behaviour is communication." Communication can be defined in different ways, depending on the perspective: it is understood as a process of transmission and receiving information (it is the mechanistic point of view), as something that emerges from social interaction (interactionist perspective), or can be seen as the way in which meanings are exchanged (psychological perspective). According to the basic model of communication different elements are involved in this process: sender, channel, receiver, message and feedback.



The sender is the starting point of the message and is responsible for encoding it. The receiver is the recipient of this message, interprets the message and gives it meaning (decoding). Once the communication process is characterized by a continuous and interactive exchange of messages, the sender acts both as a receiver and vice versa. The channel is the way to send the message. The most common channel is the air, but there are other channels: letter, radio, telephone and computer. The message corresponds to the contents of communication and includes a set of meaningful signals (code). For communication to pass between sender and receiver, the code used must be common to both. In general, we can say that the messages have two meanings: one relating to how they transmit information (on facts, opinions, feelings, experiences), and the other connected to the expression, direct or indirect and established relationship between the parties.

Feedback is a process of communication, directed to a person or group in order to provide information. The feedback is how we receive and interpret the message; this can help us to adjust our behaviour to others. It is an element of interpersonal knowledge. Effective feedback must: be specific, oriented towards concrete goals, be given at the right time and be as clear as possible.

Barriers to communication

There are a wide number of sources of noise that can interfere into the communication process. These barriers are obstacles to efficient communication. Barriers can be classified into:

- **External:** refers to the context in which communication takes place.
- **Internal:** obstacles associated with the sender or receiver.

The importance of active listening

Active listening is the understanding of the other's perspective, trying to pay attention to what the others says. Listening doesn't simply mean hearing; it means understanding the others points of view. Some techniques of active listening:

- **Use open questions:** open questions have more response alternatives and allow us to have more information than closed questions that use only yes or no as an answer. Examples of open questions: How? Why? When? Where?
- **Reflecting back what was said:** Reflecting is used to summarize what the speaker said and confirm that the message has been understood by the person. Examples of reflections: Are you telling me that ... The idea that you are trying to express is ...
- **Confirmation of perceived emotions:** confirmation of perceived feelings allows one to include non-verbal communication. An example: I see by the way you are walking from one side to the other in the room that you are nervous! / You're voice is calm but you look upset

The importance of non-verbal communication

Nonverbal communication, or body language, is a vital form of communication — a natural, unconscious language that discloses our feelings and intentions at a certain moment. When we interact with others, we continuously give and receive wordless signals. All of our nonverbal behaviours—the gestures we make, the way we sit, how fast or how loud we talk, how close we stand, how much eye contact we make—send strong messages; even when we are silent we still communicate nonverbally. When our nonverbal signals match up with the words we are saying, they increase trust, clarity, and rapport. When they don't, they generate tension, mistrust, and confusion. Most often, the receiver 'hears' nonverbal communication more strongly than words (Stiff et al, 1990). To have better communication in all areas of life, it's important to become more sensitive to body language and other nonverbal cues, in order to better understand the thoughts and the feelings of others. We also need to be aware of the signals we are sending off, so we can be sure that the messages we are sending are what we really want to transmit.

There are many different types of nonverbal communication that may vary from culture to culture. Together, the following nonverbal signals and cues communicate or transmit our interest and investment in others. Types of nonverbal communication and body language:

- Facial expressions: the human face is extremely expressive, able to express countless emotions without saying a word. And unlike some forms of nonverbal communication, facial expressions are universal. The facial expressions for happiness, sadness, anger, surprise, fear, and disgust are the same across cultures.
- Body movements and posture: consider how our perceptions of people are affected by the way we sit, walk, stand up, or hold our head. The way we move transmits a wealth of information to the world. This type of nonverbal communication includes our posture, bearing, stance, and subtle movements.
- Gestures: gestures are an important way to express emotions, feelings and thoughts, the meaning of gestures can be very different across cultures and regions, so it's important to be careful to avoid misinterpretation.
- Eye contact: the visual sense is dominant for most people; eye contact is an especially important type of nonverbal communication. The way you look at someone can communicate many things, including interest, affection, hostility, or attraction. Eye contact is also important in maintaining the flow of conversation and for gauging the other person's response.
- Touch: we communicate a great deal through touch. Think about the messages given by the following: a firm handshake, a timid tap on the shoulder, a warm bear hug, a reassuring pat on the back, a patronizing pat on the head, or a controlling grip on your arm.
- Space: we all have a need for physical space, although that need differs depending on the culture, the situation, and the closeness of the relationship. You can use physical space to communicate many different nonverbal messages, including signals of intimacy, aggression, dominance, or affection.
- Voice: it's not just what we say, it's how we say it. When we speak, other people "read" our voices in addition to listening to our words. Things they pay attention to include our timing, how loud you speak, your tone and inflection, and sounds that convey understanding, such as "ahh" and "uh-huh." The tone of voice, for example, can indicate sarcasm, anger, affection, or confidence.

Source: www.helpguide.org/mental/eq6_nonverbal_communication.htm

Nonverbal communication cues can play five roles:

- Repetition: they can repeat the message the person is making verbally
- Contradiction: they can contradict a message the individual is trying to convey
- Substitution: they can substitute for a verbal message. For example, a person's eyes can often convey a far more vivid message than words and often do
- Complementing: they may add to or complement a verbal message to increase the impact of the message
- Accenting: they may accent or underline a verbal message. Pounding the table, for example, can underline a message.

5.2. Assertiveness

There are different styles and communication interpersonal behaviours: passive, aggressive, passive-aggressive and assertive.

- **Passive communication** is a style in which individuals avoid expressing their opinions or emotions, protecting their rights, and identifying and meeting their needs. It is a type of behaviour that avoids conflict to please others without actually saying what he/she thinks.
- **Aggressive communication** is a style in which individuals express their feelings and opinions and advocate for their needs in a way that violates the rights of the others. Thus, aggressive speakers are verbally and/or physically abusive.
- **Passive-aggressive communication** is a style in which individuals appear passive on the surface but are really acting out anger in a subtle, indirect, or behind-the-scenes way.
- **Assertive communication** is a style in which individuals clearly state their opinions and feelings, and firmly advocate for their rights and needs without violating the rights of the others. These individuals value themselves, their time, and their emotional, spiritual, and physical needs and they are strong advocates for themselves while being very respectful of the rights of the others. Being assertive is the ability to communicate our opinions, needs and ideas in a confident and direct manner.

Most of us use a mixture of all styles at different points in our lives depending on the people we are communicating with and the context. However, most people tend to use one style more frequently than the others. Passive communication and aggressive communication tend to generate conflict in the interaction between individuals. An incorrect self-assessment prevents the development of appropriate behaviour. Some people may think that they are being assertive when they are being aggressive or passive.

In the context of training survivors, it is important to emphasise that assertiveness is important, but the safety of survivors has to be prioritised first. In situations of risk, safety considerations may mean that passive behaviour, for example, is a better choice.

5.3. Conflict management

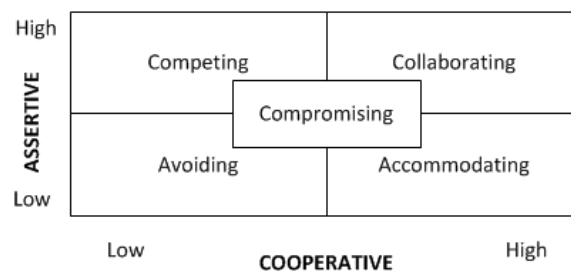
Before addressing this issue is important to clarify that the term conflict and the management techniques here presented are not applicable to abusive and violent relationships, where there is an imbalance of power and control over another.

Conflict arises in situations when two or more individuals have different wishes, needs, opinions or perceptions of certain things. There are different ways of solving the conflict. By embracing conflict as a part of life, we can use it as a learning opportunity or a leadership opportunity, we can also use it as an opportunity to transform the situation into something better.

The Thomas-Kilmann Conflict Mode Instrument (TKI) assesses an individual's behaviour in conflict situations—that is, situations in which the concerns of two people appear to be incompatible. In conflict situations, we can describe a person's behaviour along two basic dimensions:

- 1 - Assertiveness, the extent to which the individual attempts to satisfy his or her own concerns;
- 2 - Cooperativeness, the extent to which the individual attempts to satisfy the other person's concerns.

These two dimensions of behaviour can be used to define five methods of dealing with conflict. These five conflict-handling modes are shown below:



Source: Thomas & Kilmann, 2010

- **Competing** is assertive and uncooperative, a power-oriented mode. When competing and individual pursues his or her own concerns at the other person's expense, using whatever power seems appropriate to win his or her position. Competing might mean standing up for your rights, defending a position you believe is correct, or simply trying to win.
- **Collaborating** is both assertive and cooperative. When collaborating, an individual attempts to work with the other person to find a solution that fully satisfies the concerns of both. It involves digging into an issue to identify the underlying concerns of the two individuals and to find an alternative that meets both sets of concerns. Collaborating between two people might take the form of exploring a disagreement to learn from each other's insights, resolving some condition that would otherwise have them competing for. Collaboration can only occur when both people are willing to negotiate.
- **Compromising** is intermediate in both assertiveness and cooperativeness. When compromising, an individual has the objective of finding an expedient, mutually acceptable solution that partially satisfies both parties. Compromising falls on a middle ground between competing and accommodating, giving up more than competing but less than accommodating. Likewise, it addresses an issue more directly than avoiding but doesn't explore it in as much depth as collaborating. Compromising might mean splitting the difference, exchanging concessions, or seeking a quick middle-ground position.
- **Avoiding** is unassertive and uncooperative. When avoiding, an individual does not immediately pursue his or her own concerns or those of the other person. He or she does not address the conflict. Avoiding might take the form of diplomatically

sidestepping an issue, postponing an issue until a better time, or simply withdrawing from a threatening situation.

- **Accommodating** is unassertive and cooperative—the opposite of competing. When accommodating, an individual neglects his or her own concerns to satisfy the concerns of the other person; there is an element of self-sacrifice in this mode. Accommodating might take the form of selfless generosity or charity, obeying other persons in order when we would prefer not to, or yielding to another's point of view.

Source: Thomas & Kilmann, 2010

Module 6: Life Projects

Introduction

“Women survivors of violence are the top experts in violence issues. They have the life experience of sharing a house or place with a perpetrator. They know better than any expert when they are in risk and what to do to protect themselves.” (Climbing Up Project, 2006)

The design of a life project is an individual process and created by each woman with the support of professional of women NGOs or other specialized services on VAW, IPV and DV. A life project is a comprehensive process which constructs a chain of priorities, with the aim of helping women to (re)build their lives, taking into account the risks, their needs, and the resources required. In this process, women are seen as actors of their own change.

Aim

This module intends to help women to understand how to design a life project and develop the necessary skills taking into account their needs, priorities and resources available as well as risk levels they could face.

Learning objectives

To develop knowledge and awareness of life projects, namely:

- Needs Assessment, Establish Priorities, Identify limitations and resources required

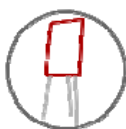
Overview of learning units

6.1. Life Projects

Description of learning material

- Presentation with examples of potential needs that women may have in order to rebuild their lives.
- Exercise to identify and assess needs, giving participants a handout to complete according to needs and priorities and to consider the obstacles and risks, short-term and long-term steps.
-

General information



EQUIPMENT

computer, datashow, flipchart,
markers, handouts, pens



TIME

6 h

Learning Material:

6.1.1. Examples of Needs

6.1.2. Needs Assessment

6.1.3. Potential Resources

Overview of learning units and session plan

Activity	Purpose	Task	Time
Module Presentation	<ul style="list-style-type: none"> Introduce the topic. 	Explain the topic and the aims of the module.	10 min
6.1. Life Project	<ul style="list-style-type: none"> Evaluate the knowledge of the participants about their needs. Reflect on the issue. 	<p>Ask the participants what the word 'needs' means</p> <p>Ask for examples of needs they could identify.</p>	20 min
	<ul style="list-style-type: none"> Overview what kind of needs and priorities. 	<p>Show presentation – list with needs.</p> <p>PPT 6.1.1. Examples of Needs</p>	15 min
	<ul style="list-style-type: none"> Further identify and prioritise the needs. Risk assessments. Identify others obstacles to having needs met. Learn practical steps for achieving needs. 	<p>Participants will fulfil the table to concretize their life project.</p> <p>Trainer then helps them to prioritise their needs, raising questions and identifying potential risks and obstacles.</p> <p>Exercise 6.1.2. Needs Assessment</p>	100 min
	<ul style="list-style-type: none"> Identify the required resources to concretize the life project. 	<p>Discuss the potential resources required and available in the community.</p> <p>Handout 6.1.3. Potential Resources.</p>	30 min
Evaluation of the training Module	<ul style="list-style-type: none"> Evaluate the training module. 	Complete the evaluation questionnaire.	5 min

Background Theory

6.1. Life Projects

Women living with IPV/DV face major obstacles and risks due to the dynamics of violence and the strategies of the perpetrators that make it difficult to leave the violent relationship.

Women may make multiple attempts to leave their violent partners before they achieve a sustainable and safe alternative. Often, the ending of the relationship does not end the abuse and sometimes the perpetrator is aided in this through being able to have contact with the children.

When women make the decision to end the relationship it is important to have Women NGOs or other specialist services supporting them and their children in coping with the trauma of having to leave their social and family networks, their workplaces, schools and other activities, for safety reasons, and helping them to plan and implement a safe, sustainable, autonomous and empowered future.

The design or planning of a Life Project includes a sequence of activities listed in priority order to accomplish the goals or objectives and should be created, taking into account the specific and individual circumstances of each woman, her children and, as well, her history of violence and the characteristics of her perpetrator.

It includes several steps, namely: the design, implementation/execution, assessment/evaluation and, if necessary, adjustment.

In the planning phase it is important to consider several aspects in order to obtain a realistic, feasible and sustainable plan. These include: needs assessment, establishing priorities, identification of difficulties, risks and limitations and the resources required.

Needs Assessment

“Needs can be generally defined as a condition or situation in which something is required or wanted. Needs therefore depend on our wishes and perceptions of what we deserve and what we should or can ask of ourselves and others, in different situations” (The Power to Change, 2008).

A Life Project is the identification of the needs of women and their children in several areas, such as: safety and security, social, educational, employment, housing, among others. It is necessary to consider the risk levels not only in crisis situations, but also during the different phases of the entire process.

Women who experienced violence have several needs at different spheres of their lives. Please find below the list with examples of needs that women may consider:

List with examples of needs¹⁵

Needs	Description
Childcare	Resource for the children. It is a service with main aim of taking care of and supervising children. It includes a variety of contexts, activities, and takes into account the social and cultural background.
Employment	Provides the woman with the means to live, as well as the personal empowerment, recognition of their skills and abilities and access to paid services and improvements in their quality of life.
Health	Access to services in order to promote individual well-being, at physical, mental and psychological level.
Home	Safe place to live; comfortable, space for them and for their children; preferably with access to resources (for example: shops, transport, educational and health services).
Legal	Services that could support women in their safety and security, and protection; access to legal and judicial system, whenever our rights are being violated or we need advice.
Safety and Security	Easy access to protection mechanisms; confidentiality of their address and records/information; available information about how to prevent victimisation; establishing a personal safety plan; access to information about self-defence or even training.
Services	Community resources at several levels, for instance: social, health, education, among others.
Social	Social networks; social skills; ability to communicate with others and express their feelings/thoughts/opinions; exercise active citizenship.
Support	Increase their support networks; helping to solve the problem.
Training and Education	Improvement of the professional, social and personal skills and qualifications. Access to education/training services.

Establishing Priorities

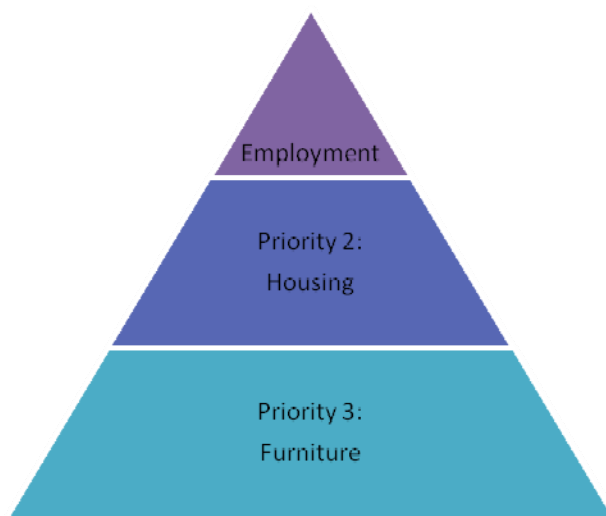
After identifying the different needs that women may have, the next step is to prioritise the needs, i.e., to determine what is the first priority and what would be the next one., till they are all sorted into a sequence of importance or urgency.

¹⁵ List transcribed from *Professionals against Domestic Violence – A Training Manual*, 2011, produced by PACT Partnership

Often we tend to establish priorities according to our schedule/clock (commitments, goals, tasks, activities, time schedule) and beliefs/principles (our mission, vision, beliefs, principles which guide our life). Nevertheless, some identified needs are really urgent (such for example, finding a safe place to stay is usually more urgent than finding employment and/or childcare for the children).

To establish priorities, it may be useful to distinguish the fundamental, required and non negotiable needs from the ones who are less important and may be negotiable.

Women may feel more positive about their future if they can see their main goals and have strategies to achieve it:



In this example, the main goal of someone is to have a comfortable home. To get a home, the top priority is to have in place the conditions to have a home, i.e. employment. After getting a job, it was necessary to look for a home, considered to be pleasant, safe and with local resources (such as transport, markets, banks, all that is required for a good quality of life). Then, it would be necessary to furnish the home in a comfortable way.

This example illustrates that some needs cannot be the top priority, even though they may seem to be, since they are both linked

with other needs and could involve other unforeseen needs.

To help identify and define priorities, women may ask themselves several questions:

- What is the most urgent need?
- Why is it so necessary?
- What are the benefits?

It will be important also to differentiate the short and long-term priorities, for example the most urgent and practical and with impact on the Life Project from other needs that will take longer to achieve. For example: if a migrant woman is undocumented, this will influence her priorities and, depending on national legislation, she must abide by the legal requirements such as proving that she has the necessary means to live on.

Final Remarks:

- Although the Life Project requires goals to be prioritised, , all needs are valid and important;
- Prioritising is a way to facilitate the process and to provide a structure for their implementation
- Priorities should guide choices and tasks;

To have a better picture of the priorities, it is also important to consider the risks and other limitations and the required resources.

Risks and Limitations

When considering a need, women may ask additional questions to determine the sequence of priorities, such for example:

- To achieve this need, do I have any concerns/additional needs?
- What about safety? Is this secure? Are there any risks?
- What are the limitations of this priority?
- And what will be the impact if I not succeed to achieve it? Will it impact on any other subsequent priorities?

The following example illustrates this kind of situation:

A woman, with two children, is living in a temporary shelter/ refuge and her main goal is looking for a job. Her additional questions to check the order of the priority are the following:

- If I get a job, will my children have a school and/or nursery (If not, her first priority is to look for a school and/or nursery);
- If so, are there any issues with the opening times of the school and kindergarten/ nursery? (If not, she needs to look for a job) compatible with the childcare.
- For a concrete job offer, she should consider: Is this workplace safe or is it too near the perpetrator? Is the workplace near and/or easy to access or far away and/or isolated?
- If I do not get the job what would be the impact? Will I be able to get housing? Will I have to leave the shelter/refuge? Am I able to share the rent with someone? What would be the risks of sharing?

The limitations should be taken into account, especially risk and their safety and security.

Resources

Potential resources required, according to the needs previously identified:



Women may need other resources that are not listed in the figure above.

It is crucial that women are well informed about their rights and resources available, and to help with that, they can seek support from specialist services and/or Women Advocacy and Counselling Centres that are based on an empowerment approach.

Module 7: Active Citizenship

Introduction

Active participation in community life, being an active citizen at national and European level launches women to active citizen as they continue to strive for greater social, economic and political participation in their communities.

As a woman survivor engages in a multi-phase process of recovery, she opens a window of opportunity to help to improve the rights, freedoms and status of women in her country. Women have the possibility of becoming active citizens by actively participating in the reconstruction of their communities, building civil society, starting businesses, training other women and serving as role models to those who need inspiration for change. Women survivors should build upon existing skills and learn new ones in order to regain their strength, stability and stature on the path to becoming active citizens.

Aim

This module aims to impart knowledge and promote awareness about the active citizenship phenomenon and its importance in empowering women survivors.

Learning objectives

To impart knowledge and increase awareness of the participants about:

- The concept of Active Citizenship at national and EU citizenship levels;
- The main civic competences that equip individuals to fully participate in civic life, based on the knowledge of social and political concepts and structures and a commitment to active and democratic participation;
- The ways that active participation can empower women.

Overview of learning content

- The Concept of Active Citizenship
- Learning Citizenship
- Participation, Empowerment and Domestic Violence

Description of learning material

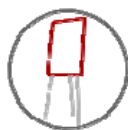
- The training material presents the theory on the topics mentioned above.

Tips

- The material contains general information about the main concepts of citizenship, EU citizenship, active citizenship and the benefits of an active participation in community life. The trainer is advised to use additional resources for information about available community resources at national level. Please refer to module 1

for more information about women's human rights, gender equality and equal opportunities.

General information



EQUIPMENT

computer, datashow, flipchart,
markers



TIME

3h

Learning Material:

7.1.1. Active Citizenship

7.3.1. Participation in community

Further Reading

- LANCES Handbook "*Training Paths for Active Citizenship*" (2009)

Overview of learning units and session plan

Unity	Purpose	Task	Time
Module Introduction	<ul style="list-style-type: none"> Introduce the daily programme. 	Present information about the main activities of this session.	5 min
7.1. The Concept of Active Citizenship	<ul style="list-style-type: none"> Assess the knowledge of participants about the topic. 	Facilitate group discussion about active citizenship.	10 min
	<ul style="list-style-type: none"> Develop the knowledge and understanding of being a citizen in own country and within the European Union. Become aware of the EU institutions representing the member states and their citizens. 	<p>Present the concepts of citizenship and EU citizenship.</p> <p>PPT 7.1.1. Active Citizenship</p> <p>Suggestion: show a petition or a public consultation related to human rights.</p>	20 min
7.2. Citizenship Learning	<ul style="list-style-type: none"> Understand the outcomes of citizenship learning. Become aware of the main civic competences needed for being an active citizen. 	<p>Initiate the discussion about the citizenship learning and its outcomes</p> <p>Present the main civic competences.</p> <p>Encourage women to discuss the competences that should be developed and their importance to all citizens.</p>	15 min
7.3. Participation, Empowerment and Domestic Violence	<ul style="list-style-type: none"> Understand how active participation in community life can contribute to increasing empowerment of women survivors of violence. 	<p>Discuss the relationship between active participation in community life and increased empowerment.</p> <p>Group activity "Participation in community centres" (Exercise 7.3.1.)</p>	15 min
	<ul style="list-style-type: none"> Evaluate own needs and competences and become aware of community resources available. 	<p>Ask women to identify their needs for civic competence. Facilitate discussion about the resources available at community level and how they can be used by women survivors.</p> <p>Develop group discussion about the ways women survivors could actively participate in the decision making processes that influence their lives and how they could exercise their EU</p>	30 min

		citizenship rights.	
Final debate and questions	<ul style="list-style-type: none"> Evaluate the learning outcome and clarify doubts. 	Answer questions, give more examples.	10 min
Evaluation	<ul style="list-style-type: none"> To evaluate the training session. 	Complete the questionnaire.	5 min

Background Theory

7.1. The concept of Active Citizenship

Active citizenship is a broad concept which is hard to define. It is crucial to the welfare of society and its members. In a democratic society, all individuals and groups have the right to participate in democratic practices and institutions.

To understand the concept of active citizenship it is necessary to understand the concept of citizen/citizenship. Citizenship refers to the collection of rights and duties that a person/citizen is entitled to within the society where they live. This citizenship allows the citizens to access both institutions and information.

Citizens have a duty to participate in the life of their community as well in the decision making process that affect their community, in order to contribute to maintaining or improving it. Citizenship demands an active participation in society. The combination of active and citizen implies that citizens should be actively involved in the mechanisms of governance, not limiting citizens to understanding, but also to influencing the decision making process.

Active citizenship activities are wide-ranging and extensive, and together they build a healthy and participative democracy. Example of activities: voting and standing for election, advocating for rights, care for the environment, campaigning and volunteering, etc. They can take place in professional, political or private contexts, at international or national/local level. They bring together people from different generations and backgrounds, helping to break down differences and misunderstandings.

Active citizenship is also a form of literacy, as it implies being aware of what is happening around us, acquiring knowledge and understanding so as to make informed judgements, and having the skill and courage to respond in the appropriate way, individually or collectively. Active citizenship embodies the conviction that every individual can make a difference to the community and/or society.

Citizen participation in a democracy is indispensable, because citizens are the main reason why laws and policies emerge to improve the quality of life for all. This participation is also associated with civic practices, such as free speech and opinion and to take part of the civil society movements.

Nowadays, it is not enough for a citizen to just vote. There are other forms of political participation, for example: discussion of public interests in appropriate areas; contacting with the representatives of the elected politicians and party leaders; voting in elections and referendums; taking part in civil society organisations; taking part in political parties; participating in meetings; signing petitions, attending civic protests.

Civil rights are related to belonging to a community, secured by the laws, by the judicial system, and by the civil participation of citizens in the civil society organisations. Besides

national citizenship, European citizens also hold European citizenship, which has limited rights.

European citizenship refers to the participation of citizens in the European Union space, i.e., at the level of the 27 countries that comprise the European Union. European citizens have a set of rights and duties as foreseen in the European Charter and the legal documents approved by the European Union.

Citizens can participate in the same manner as at national level, through voting on the EU matters, participating in public consultations, taking part in civil society organizations that work at European level, among others, as well as benefit from free movement in the 27 countries. This free movement means that citizens can live and travel within the European borders. In addition, there are several EU organizations which protect and promote the rights of EU citizens. Citizens can also apply to the European Court of Justice as a last resource on legal matters.

7.2. Citizenship Learning

Active citizenship is concerned with more than learning ‘the rules of the game’, and how to participate within existing models and structures.

There are several models used in current thinking about citizenship and its relation to the individual, state and society. One of these is the typology developed by Westheimer and Kahne (2004)¹⁶ which identifies three separate models of citizenship and, consequently, of citizenship education:

- the **‘personally responsible citizen’**, for whom citizenship education increases their awareness of individual rights and responsibilities; the citizen as a ‘voter’ and ‘volunteer’;
- the **‘participatory citizen’**, for whom citizenship education also enhances their knowledge of participatory structures and rights; the citizen as an individual within a group(s), actively participating in existing structures, taking up opportunities for participation, including participation in the planning and delivery of services;
- the **‘justice-orientated citizen’** for whom citizenship education also adds a high level of awareness of collective rights and a high level of collective political and social responsibility, including responsibilities to engage with issues of social justice and equality; the citizen as an individual who also participates within group(s), actively challenging unequal relations of power, promoting social solidarity and social justice, both locally and beyond, taking account of the global context.

People are likely to be engaged on different levels at the same time. For example, individuals may become active as volunteers, but at the same time individuals may be supported to engage as members of community groups, actively participating in governance structures (such as school governing bodies or local strategic partnerships, for example), or as active members of organisations campaigning on human rights, the environment and social justice issues.

¹⁶ Westheimer, J. and Kahne, J. (2004) *What kind of citizen? The politics of educating for democracy*, American Educational Research Journal, Vol. 41, No. 2, pp. 237–269s

Aspects of active citizenship	Citizens learning outcomes:	Citizenship outcomes:
	<div data-bbox="810 286 1018 338" style="border: 1px solid black; padding: 2px; text-align: center;">leading to</div> <p style="text-align: center;"> I feel able to... I know more about ... I know how to... I am motivated to... <i>examples are:</i> </p>	<p style="text-align: center;">→</p> <p style="text-align: center;">Local, national, European and global dimensions</p> <p style="text-align: center;"><i>examples are:</i></p>
<i>Personal</i>	Value own skills, knowledge and confidence Know where to go to get what you need Communication skills, lobbying skills, negotiation skills Feel able to have a voice Motivated	People identify and articulate their own issues and problems People take leadership roles in their community People have the power and will to make choices about their life People voice their concerns
<i>Community relations</i>	Recognise that social exclusion is the responsibility of all Understand how their behaviour affects others Know the basis of inequality and how power operates Understand more about people who are different to themselves Feel more confident in asking questions and talking to people different to themselves	Improved relations between diverse groups of people Community projects are inclusive of people with different backgrounds Increased points of contact between different communities Increased networking between communities
<i>Civil Society</i>	Understand how groups/ networks work Know how to encourage fair and democratic decision making Understand how to encourage, support and develop volunteers Know the importance of networking for influencing change Chairing, facilitation skills Negotiation, campaigning	More Voluntary and Community Sectors active in community led service provision Well run democratic community groups Increased informal community organising Increased networking between community and voluntary organisations Public bodies have more groups to consult with Increased volunteering opportunities
<i>Civic engagement</i>	Knowing how the external world operates Understand your current democratic position and the opportunities for change Understand the rules of engagement Know how meetings work Feel able to contribute and ask questions	More people want to and feel capable of having a responsible role in formal democratic structures More people take an active role at a neighbourhood / community level

	in a public forum Recognise how to influence policy and practice at a European, national, regional or local level	Citizens work with public bodies to set and achieve common goals Improved relations between citizens and statutory agencies More people take part in dialogue with decision makers People lobby for change to the way forums and other structures operate
--	--	--

These lead to the following main characteristics of lifelong learning that encourages people to become active and critical citizens:

Vision-led	Active citizenship is visionary; it's about people wanting and feeling able to change the world they live in
Community-based:	People start to identify themselves in terms of community – this might be neighbourhood, identity, interest, place and space
Problem-posing:	Understanding and analysing problems is the first step in devising shared solutions
Learning together in groups	Understanding yourself through and with others – creating connections and dialogue with others
Learning through experience, action and reflection	Learning, doing and taking time to reflect helps to embed new ideas, skills and awareness
Critical dialogue	Fostering the techniques and confidence to critically analyse ideas and issues is crucial to deep understanding
Voluntary	When learning is done through choice, the greatest benefits accrue.

What civic competences are needed for being an active citizen?

Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation.

Skills for civic competence relate to the ability to engage effectively with others in the public domain, and to display solidarity and interest in solving problems affecting the local and wider community. This involves critical and creative reflection and constructive participation in community or neighbourhood activities as well as decision-making at all levels, from local to national and European level, in particular through voting.

Full respect for human rights including equality as a basis for democracy, appreciation and understanding of differences between value systems of different religious or ethnic groups lay the foundations for a positive attitude. This means displaying both a sense of belonging to one's locality, country, the EU and Europe in general and to the world, and a willingness to participate in democratic decision-making at all levels. It also includes demonstrating a sense of responsibility, as well as showing understanding of and respect for the shared values that are necessary to ensure community cohesion, such as respect for democratic principles. Constructive participation also involves civic activities, support for social diversity and cohesion and sustainable development, and a readiness to respect the values and privacy of others.

7.3. The concept of participation¹⁷

Participation as a social term includes different means for the public to directly participate in political, economic, management or other social decisions. Ideally, each actor would have a voice in decisions directly proportional to the degree that particular decision affects him or her. *Participation* means that citizens take an active part in decision-making and authorisation processes. The „intensity“ of *participation* can vary greatly but, in any case, it means more than only voting for a political representative to be elected into parliament. Often, the term is used solely in reference to decisions in local politics and planning processes, but it is also relevant in several other areas where different kinds of *participation* may occur.

There are several forms in which *participation* is practised or would be desirable. The first level of **participation in a democratic society** is the election of institutional citizen representatives. All citizens can practise this form of *participation* as electors of the parliament. A second level is the *participation* in political life by working for a political party or labour union, which many people do, either as full members of the respective organisation or simply as sympathizers.

Beyond that, there is a third level, made up by all other forms of citizen participation which citizens may exercise in several roles. This means, more precisely, all forms of participation in the management of public/collective services.

¹⁷ LANCES Handbook “Training Paths for Active Citizenship” (2009)

Active participation helps to increase women's empowerment

Participation is the key to active citizenship. A higher participation of women in the public sphere, either community or political participation, has positive effects on women, for example:

- enables them to participate in the decision making process;
- allows access to resources;
- develop skills;
- promotes their empowerment and autonomy.

To understand the benefits of community participation and active citizenship it is important to understand what empowerment means. Empowerment is a continuous and intentional process which aims to achieve a personal gain, for example: respect, critical awareness, participation in the decision making processes. It allows needs to be satisfied through participation and the acquisition of a higher autonomy, which in turn increases feelings of confidence and self-esteem.

Thus, empowerment of women can mean the promotion of self-esteem and feeling of personal power; increasing access to information and resources, promotion of leadership roles and participation in the decision making processes.

Power is associated with patriarchal, authority and male dominance. The promotion of an empowerment approach implies the redistribution of power and stimulates the ability of change – innate to all individuals, promoting the development of skills and capabilities, a higher critical awareness, access to information and resources, power to influence the taking decision and, thus, a higher control of women's life.

Domestic violence is a disempowering process that prevents women from participating in society and in public life. As such, taking part in decision making processes and having access to resources can help to counteract some of the impacts of domestic violence such as feelings of impotence or loss of control over her life.

Group participation leads to an individual gain, on the one hand allowing a woman to satisfy her needs and, on the other hand, allowing the woman to participate in defining goals and actively seeking resolution of the problems that affect her, through a higher awareness, access to information and resources. Therefore, women gain more control over their own lives and increase their autonomy, leading to increased confidence and self-esteem.

Module 8: Development of Professional Skills

Introduction

Technological changes that have occurred in the world, increasingly global, require quality services and products, making the job market increasingly competitive. Standards of competitiveness are higher than ever and the labour market is increasingly demanding in terms of image, knowledge and communication.

Knowledge and professional skills must be regularly updated if we are to address the new requirements of the economy and the labour market. Now, more than ever before, lifelong learning is essential for all. The professional, in this competitive job market, should build a positive image to face the challenges that they will constantly face. For this reason, it is critical to recognize our own abilities and to reflect on our skills, interests and tastes.

In the context of domestic violence, access to the labour market for the survivors is an important step towards achieving their economic autonomy. Taking into account that survivors of domestic violence may be financially dependent on the perpetrator, that some of them will have lost contact with the labour market long time ago and others will have been forced, for safety reasons, to leave their jobs and move to a shelter/refuge or to another region, the development of professional skills is very important for their empowerment and autonomy.

Aim

This module intends to develop important skills necessary to access the labour market and to promote the lifelong learning.

Learning objectives

- To understand the concepts of skills and lifelong learning;
- To reflect on individual skills, as well as on the difficulties on accessing the labour market;
- To learn the different techniques of job hunting , such as the cover letter and the curriculum vitae;
- To learn to prepare and make a Curriculum vitae;
- To learn important information about preparing for a job interview.

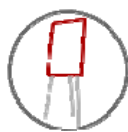
Overview of learning units

- 8.1. The concepts of skills and lifelong learning
- 8.2. Individual skills in the labour market
- 8.3. Job searching

Description of learning material

- A set of three exercises on different job searching techniques;

General information



EQUIPMENT

computer, datashow, flipchart,
markers, handouts, pens



TIME

6 h

Learning Materials:

- 8.1.1. Brainstorming on skills and lifelong learning
- 8.1.2. The concepts of skills and lifelong learning
- 8.1.3. Self-reflection exercise
- 8.2.1. Individual skills in the labour market
- 8.2.2. Swot analysis
- 8.3.1. Job search
- 8.3.2. Curriculum Vitae

Overview of learning units and session plan

Unity	Purpose	Task	Time
8.1.The concepts of skills and lifelong learning	<ul style="list-style-type: none"> Introduce the aim of the module. 	Present the aim of the module.	5 min
	<ul style="list-style-type: none"> Assess the knowledge of participants about the module topic. 	Brainstorming: give ideas about the concepts and their importance. (Exercise 8.1.1.).	30 min
	<ul style="list-style-type: none"> Introduce the concept of skills and lifelong learning. 	<p>Present the concept of skills and lifelong learning. Provide the list of examples (PPT 8.1.2. The concepts of skills and lifelong learning)</p> <p>Self-reflection exercise (Exercise 8.1.3.)</p> <p>Discuss the results.</p>	80 min
8.2. Individual skills in the labour market	<ul style="list-style-type: none"> Reflect on strengths and weaknesses in the process of professional integration. 	<p>SWOT analysis (PPT 8.2.1. Individual skills in the labour market and exercise 8.2.2.)</p> <p>Sharing the results.</p>	120 min
8.3. Job search	<ul style="list-style-type: none"> Understand the different techniques of job searching. 	<p>Present the different techniques of job searching, with focus on the cover letter, the curriculum vitae and the job interview (PPT 8.3.1. Job search)</p> <p>Preparation of curriculum vitae (Exercise 8.3.2.)</p>	120 min
Final debate	<ul style="list-style-type: none"> Evaluate the learning outcome. Clarify doubts. 	<p>Answer questions.</p> <p>Give examples.</p>	10 min
Evaluation	<ul style="list-style-type: none"> Evaluate the training session. 	Complete the evaluation questionnaire.	5 min

Background Theory

8.1. The concept of skills and lifelong learning

Lifelong learning covers the whole range of learning. It includes formal and informal learning and workplace learning. It also includes the skills, knowledge, attitudes and behaviours that people acquire in their day-to-day experiences. Lifelong learning is of key importance for individuals of all ages and social status and holds an array of benefits for them and society. It promotes their full economic and social participation, enables them to be better informed and more active citizens, contributes to their personal wellbeing and fulfilment, supports their creativity and innovation, and increases their efficiency as workers or volunteers. The concept of lifelong learning stresses that learning and education are related to life as a whole - not just to work - and that learning throughout life is a continuous process.

It is important to improve the skills and qualifications for being active in the labour market. The job skills and career knowledge are essential to lifelong employability. In case of some survivors of domestic violence, this is also essential for their empowerment and effective autonomy. Therefore, it is important to understand the benefits of lifelong learning. Encouraging continuous learning contributes to their development on a personal level, their greater individual autonomy and their ability to make a more active and productive contribution to society.

Continuing education benefits individuals, communities and the country's economy:

- It provides individuals with the knowledge, skills, values, attitudes and understanding they need in life as individuals, citizens and workers.
- It makes communities more productive and innovative, and enables them as workers, to create and discover new abilities and ideas. In our knowledge-based economy and society, change is constant in the workplace. But people who embrace lifelong learning—who constantly learn new skills and train for new challenges—can better cope with the demands of workplace changes.
- It strengthens the economy. A stronger economy means citizens benefit from the chance to earn more, live better and contribute to the economic system.

We live in a world where people must have the skills to understand, interpret and process different information. Because of that, it's essential to recognize and value all forms of learning. In today's competitive and ever changing markets, people need to continue to acquire new skills to ensure their employability. Lifelong learning contributes to their personal satisfaction as they can develop their skills, tend to report high motivation and job satisfaction, as well as helping to increase the chances of promotion.

Skills are a dynamic combination of knowledge, understanding and attitudes that are acquired at different phases of life, via educational or other contexts. A skill is the ability to mobilize a set of cognitive and emotional resources (knowledge, information and emotional coping) to solve, with relevance and effectiveness, a number of situations. There are different types of skills: social skills, management or organisational skills /, computer skills and artistic skills.

An example list of skills:

Analytical Skills Comparing, evaluating, and understanding complex problems or situations
Interpersonal Communication Skills Speaking with clarity, addressing both thoughts and feelings, clarifying misunderstandings, and listening effectively, through use of questions, reflecting skills, and attention to non-verbal cues.
Making Presentations Presenting ideas to groups of people, with attention to audience response as well as effectively structuring presentation of information
Writing Skills Writing with clarity, conciseness, good logic, with appropriate attention to creativity if called for.
Analysing Data and Numbers Processing information and numbers skilfully, planning and administering budgets, preparing statistical reports.
Entrepreneurial Skills and Innovation Recognizing and seizing opportunities for new ideas or products, creating new services or processes or products.
Leading and Managing Others Inspiring others, assessing others' abilities, delegating effectively, motivating others to achieve a set of goals, setting priorities.
Learning Skills Grasping new information quickly, using common sense to deal with new situations using feedback from others to increase effectiveness.
Team Membership Skills Working well on committees, incorporating a variety of perspectives toward a common goal
Conflict Resolution Skills Dealing with differences of personality and/or opinion, challenging others effectively, taking responsibility for my "share" of the conflict.
Developing, Helping, Teaching, Training Encouraging, guiding and evaluating others; explaining and or demonstrating new ideas or skills, creating an environment for growth.
Technical Competence Demonstrating skill in specific functional areas; i.e., engineering, marketing, financial analysis, etc.

8.2. Individual skills in the labour market

The SWOT analysis

SWOT, which stands for strengths, weaknesses, opportunities and threats, is a simple two-by-two table, with strengths and weaknesses laid out in the top two boxes and opportunities and threats in the bottom two. SWOT analysis is a useful technique that helps individuals to identify these strengths and weaknesses, and analyse the opportunities and threats. With a little thought, it can help to uncover opportunities that they would not otherwise have spotted or by understanding their weaknesses, they can manage and eliminate threats that might otherwise negatively influence their ability to move forward.

Performing a SWOT analysis in personal life can make women aware of their own strengths which they could use in work and personal life. It may also help women to realise how

effectively they could use their skills and encourage them to look for opportunities to use their strengths.

Assessment of weaknesses is also important as it gives awareness of areas for improvement. None of us are perfect and it helps us to look at ourselves critically. Opportunities are external factors that can be facilitators of our potential. Threats are external danger signs and – where possible - should be prevented.

The objective of a SWOT analysis is to make aware of strengths, weaknesses, opportunities and threats and to help in decision making. To perform a personal SWOT analysis, fill in the boxes taking into consideration the questions provided below:

STRENGTHS

- What advantages do I have that others don't have (for example, skills, certifications, education, or connections)?
- What do I do better than anyone else?
- What personal resources can I access?
- What do other people (if I am employed – my boss in particular) see as my strengths?
- Which of my achievements am I most proud of?
- What values do I believe in, that others fail to exhibit?
- Am I part of a network that improves my knowledge, contacts or other resources?

It is important to consider these from our own perspective and from the point of view of the people around us. We need not be modest or shy, but try to be as objective as we can.

WEAKNESSES

- What tasks do I usually avoid because I don't feel confident doing them?
- What will the people around me see as my weaknesses?
- Am I completely confident in my education and skills training?
- What are my negative work habits (for example, am I often late, disorganized, do I have a “short temper”, or do I have difficulties in coping with stress)?
- Do I have personality traits that hold me back in my field of work? For instance, if I have to conduct meetings on a regular basis, a fear of public speaking would be a major weakness.

OPPORTUNITIES

- What new technology can help me? Or can I get help from others or from people via the Internet?
- Is my field of work growing? If so, how can I take advantage of the current market?
- Do I have a network of strategic contacts to help me, or offer good advice?
- What trends (management or otherwise) do I see in my company, and how can I take advantage of them?
- Is there a need in my company or field that no one is filling?

The following ideas may offer opportunities:

- Networking events, educational classes, or conferences.
- A colleague going on an extended leave. Could you take on some of this person's projects to gain experience?
- A new role or project that forces you to learn new skills, like making presentations or public speaking.
- A company expansion or acquisition. Do you have specific skills (like a second language) that could help with the process?

It is also important to look at the strengths, and to ask if these open up any opportunities and to look at weaknesses and to ask if you could open up opportunities by their elimination.

THREATS

- What obstacles do I currently face in my life or at work?
- Are any of my colleagues competing with me for projects or roles?
- Is my job (or the demand for the things I do) changing?
- Does changing technology threaten my position?
- Could any of my weaknesses lead to threats? For example: I don't know to work with computers and my tasks are about to be computerized.

Performing this analysis will often provide key information – it can highlight what needs to be addressed and put problems into perspective. An example:

Jobseeker SWOT Analysis Template			
(This particular example is for a new job opportunity. Many criteria can apply to more than one quadrant. Identify criteria appropriate to your own SWOT situation.)			
<p>What are your personal strengths? What do you do well? What is the good track record? What do other people see as your strengths?</p> <p>Criteria examples</p> <p>Lots of work experience Able to work with people Good qualifications Willing to learn</p>	<p>Strengths</p>	<p>Weaknesses</p>	<p>What can be developed? What could you improve on to get you a job? What is working less optimally than you wish? What is being done badly?</p> <p>Criteria examples</p> <p>Lacking numeracy skills Lacking literacy skills No confidence No interview experience Never had a job Can't use computers</p>
<p>If there were no constraints what would you like to do? What might be possible? What will happen in the next few years? Where do you want to be in five years' time? Who might you want to work with? What could be a win – win situation?</p> <p>Criteria examples</p> <p>I would like to be working with children I would like to work part time I would like to gain further qualifications</p>	<p>Opportunities</p>	<p>Threats</p>	<p>What are the barriers to your development? What sort of obstacles do you face? Who is stopping you from carrying out what you want to do Can you fund the short and long term?</p> <p>Criteria examples</p> <p>Family Childcare Health Transport</p>

8.3. Job search

The most successful jobseekers are people who don't give up in their search and know all the places to look for work. There are a number of ways you can search for jobs, including online. Two types of job search can be distinguished: active and passive.

Active job searching occurs when someone currently needs a new job. It comprises the following actions by job seekers:

- posting resume on job boards, searching and applying for jobs
- using LinkedIn, social networking sites, and applications to expedite their search for a new position

- networking
- attending job fairs and industry events, collecting information and making direct contacts
- contacting connections, friends and relatives about potential job opportunities
- contacting a recruitment agency
- sending letters of interest to specific employers

Passive job searching occurs when someone who is currently employed is open to hearing about new career opportunities, but does not actively seek out and apply to specific positions. Passive job searching comprises the following actions by job seekers:

- keeping resume and LinkedIn Profile updated and may engage in casual networking with colleagues and friends at other companies
- setting up job alerts on job boards
- setting up accounts on job search websites and social media such as LinkedIn, Google+ and Twitter

Curriculum Vitae (CV)

After having evaluated the labour market and performed self-evaluation, the next step in job searching is to prepare a Curriculum Vitae (CV) – the document that provides an overview of a person's experience and other qualifications. In some countries, a CV is typically the first item that a potential employer encounters regarding the job seeker and is typically used to screen applicants, often followed by an interview, when seeking employment. There is a European CV template that can be downloaded here:

<http://europass.cedefop.europa.eu/en/documents/curriculum-vitae/templates-instructions>.

The common structure of a Curriculum Vitae usually includes information on the following issues:

- Personal information: name, address, telephone, mobile phone, e-mail, citizenship, civil status (in some countries it is not necessary to include it) and age (in some countries is not asked to mention age in the CV)
- Education (list of studies accomplished starting from the most recent one indicating the years of start and end)
- Previous employment (list of previous workplaces, starting from the most recent one, indicating the name of the employer, the dates of start and end, the position held and shortly describing the nature of tasks assigned) and key achievements
- Courses (list any courses that you have attended, indicating the name of the course, the dates and place where the course took place)
- Personal skills (languages, computers, communication, etc.)
- Personal information (hobbies, interests)
- Letters of recommendation (if asked by the employer).

Personal skills

Most people find it difficult to talk about their positive sides, but it is very important to always be aware of our strengths. Possible personal skills:

Punctuality	Good sense of humour	Patient
Quick learner	Wide range of interests	Hard working
Work well alone	Experienced	Reliable
Work well with others	Focused	Focused
Almost always in a good mood	Relaxed	Creative
Work well under pressure	Good self-esteem	Trustworthy

Hobbies

Our hobbies can say a lot about us. It is important for every individual to have activities that fulfil him/her in their spare time. Talking about something we really like has a relaxing effect on people, for example in a job-interview.

The cover letter

This letter should be clear, concise and to the point. As we enclose our CV there is no need to repeat the same information.

Job Interview

The final step in the job search process is the job interview and preparation for it. The job interview is very important, as during the meeting with the potential candidate for the job, the employer tries to understand whether the candidate will be suitable for the job. Therefore it is important for the candidate to be aware how to present herself properly and show her best features and skills.

Non-verbal communication is very important during the job interview and can be very beneficial if you are aware of the main principles.

Module 9: Gender Equality

Introduction

Gender equality is, first and foremost, a human right. The gender principle, recognised as the basis of democracy and respect by human beings, promotes social justice and human rights.

In all societies, in all spheres, women are victims of human rights violations. These violations are worsened by the discrimination in the family, community and employment contexts, although they have different consequences in each society.

Women are entitled to live in dignity and in freedom. Empowering women is also an indispensable tool for advancing development and reducing poverty.

Aim

This module aims to raise awareness about the importance of equality between women and men in all areas of society: family, labour market and politics, and how inequality influences women's personal and professional lives.

Learning objectives

- To understand the concepts of gender equality, sex and gender;
- To reflect about the different types of inequalities between women and men in society;
- To reflect that gender is a social construction that starts from childhood and can be deconstructed;
- To reflect and understand the concepts of gender roles and stereotypes and how they limit human freedom;
- To know different types of discrimination in the workplace;
- To understand the importance of balance between work and private and family life;
- To identify the different ways of achieving this.

Overview of learning units

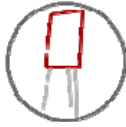
- 9.1. The concepts of sex, gender and gender equality
- 9.2. Gender roles and gender stereotypes
- 9.3. Discrimination in the workplace
- 9.4. Finding a balance between work, private and family life

Description of learning material

- A set of eight exercises regarding the difference between sex and gender, gender roles and stereotypes, discrimination in the workplace and finding a balance between work, private and family life;

- A text about the difference between sex and gender, and the different inequalities between women and men.

General information



EQUIPMENT

computer, datashow, flipchart,
markers, handouts, pens



TIME

6 h

Learning Materials:

- 9.1.1. Brainstorming on “What does gender equality mean to you?”
- 9.1.2. Self-reflection: “Early memories of being female”
- 9.1.3. Gender Role Expectations
- 9.1.4. Relevant concepts
- 9.1.5. Defining gender
- 9.2.1. Gender Stereotypes I
- 9.2.2. The gender roles and gender stereotypes
- 9.2.3. Gender Stereotypes II
- 9.3.1. Discrimination in the workplace
- 9.3.2. Questionnaire about discrimination in the workplace
- 9.4.1. My Time
- 9.4.2. Reconciliation between work and private and family life

Overview of learning units and session plan

Unity	Purpose	Task	Time
9.1. The concepts of sex, gender and gender equality	<ul style="list-style-type: none"> Introduce the aim of the module. 	Present the aim of the module.	5 min
	<ul style="list-style-type: none"> Assess the knowledge of participants about the topic. 	Brainstorming: give ideas about the concept of gender equality, its importance (Exercise 9.1.1.) and create a common definition.	25 min
	<ul style="list-style-type: none"> Introduce the concept of gender equality. 	<p>Present the concept of gender equality and the situation of inequality between women and men in different spheres in society.</p> <p>Self-reflection exercise (Exercise 9.1.2.)</p> <p>Discuss the results.</p>	70 min
	<ul style="list-style-type: none"> Understand the concepts of sex and gender. 	<p>Reflection exercise (Exercise 9.1.3.)</p> <p>Present the difference between sex and gender. Reflect that the gender is a social construction (PPT 9.1.4. The relevant concepts).</p> <p>Exercise synthesis (Exercise 9.1.5.)</p>	80 min
9.2. Gender roles and gender stereotypes.	<ul style="list-style-type: none"> Introduce the concepts of gender roles and gender stereotypes. 	<p>Reflection exercise about gender stereotypes (Exercise 9.2.1.).</p> <p>Present the concept of gender roles and gender stereotypes. Examples (PPT 9.2.2. The gender roles and gender stereotypes).</p> <p>Reflection exercise about gender stereotypes (Exercise 9.2.3.).</p> <p>Discussion.</p>	90 min
9.3. Discrimination in the workplace	<ul style="list-style-type: none"> Learn about the different types of discrimination in the workplace. 	<p>Present the different types of discrimination in the workplace (PPT 9.3.1. Discrimination in the workplace).</p> <p>Questionnaire about the different</p>	45 min

		types of discrimination in the workplace (Exercise 9.3.2.). Discussion.	
9.4. Reconciliation between work, private and family life	<ul style="list-style-type: none"> Understand the importance of the balance between work and private and family life. 	Self-reflection exercise (Exercise 9.4.1.) Identify the different ways of achieving a work-life balance (PPT 9.4.2. Reconciliation between work and private and family life).	30 min
Final debate	<ul style="list-style-type: none"> Evaluate the learning outcome. Clarify doubts. 	Answer questions. Give examples.	10 min
Evaluation	<ul style="list-style-type: none"> Evaluate the training session. 	Completing the evaluation questionnaire.	5 min

Background Theory

9.1. The Concepts of Sex, Gender and Gender Equality

Combating persisting gender inequalities in all spheres of society is a longer-term challenge, since it entails structural and behavioural changes and a redefinition of the roles of women and men. Progress is slow, and gender gaps persist as regards employment rates, pay, working hours, and positions of responsibility, share of care and household duties, and risk of poverty. Despite this, discrimination against women and girls (such as gender-based violence, economic discrimination, reproductive health inequities and harmful traditional practices) remains the most pervasive and persistent form of inequality (ONU, 2012, Concluding observations of the Committee on the Elimination of Discrimination against Women).

Gender equality is the measurable equal representation of women and men. Gender equality does not imply that women and men are the same, but that they have equal value and should be accorded equal treatment. The importance of gender equality is highlighted by its inclusion as one of the 8 Millennium Development Goals (ONU, 2000) that serves as a framework for halving poverty and improving lives. Equality between women and men or gender equality includes: promoting the equal participation of women and men in making decisions, supporting women and girls so that they can fully exercise their rights and reducing the gap between women's and men's access to and control of resources and the benefits of development

Gender equality is still out of reach for most women worldwide. Women continue to have fewer rights, lower education and health status, less income, and less access to resources and decision-making than men. Nevertheless, women's traditional roles in food production, income generation, and management of natural resources, community organization and domestic responsibilities are essential for sustainable development¹⁸.

Most people commonly seem to think that sex and gender are the same thing: women are human females, men are human males. Many feminists have historically disagreed and have endorsed the sex/ gender distinction. Provisionally: 'sex' denotes human females and males depending on biological features (chromosomes, sex organs, hormones and other physical features); 'gender' denotes women and men depending on social factors (social role, position, behaviour or identity). The main feminist motivation for making this distinction was to counter biological determinism or the view that biology is destiny. In sociological terms 'gender role' refers to the characteristics and behaviours that different cultures attribute to the sexes. What it means to be a 'real man' in any culture requires male sex plus what our various cultures define as masculine characteristics and behaviours, likewise a 'real woman' needs female sex and feminine characteristics. One way to interpret, Beauvoir's (1949) claim that one is not born but rather becomes a woman, is to take it as a claim about gender socialisation: females become women through a process whereby they acquire feminine traits and learn feminine behaviour. Masculinity and femininity are thought to be products of nurture or how individuals are brought up. They are constructed (Haslanger 1995, 98) and the mechanism of construction is social learning. Our sex as male or female is a biological fact and, in principle, is the same in any culture. What sex means, in terms of our gender role as a 'man' or a 'woman' in society, can be quite different across cultures.

¹⁸ International Center for Research on Women (2010), "The Global Impact of the Convention of the Elimination of All Forms of Discrimination Against Women".

What are some of the situations in which we see gender inequalities?

- **Socially different perceptions of women and men's social roles:** the man is seen as head of the household and chief bread-winner who deals with the public sphere; the woman seen as nurturer and care-giver who deals with the private sphere.
- **Political differences in the ways in which women and men assume and share power and authority:** men more involved in national- and higher-level politics; women more involved at the local level in activities linked to their domestic roles.
- In this context, positive actions have been implemented, which are specific measures to eliminate, prevent or remedy past discrimination. It goes beyond legislation on equal treatment by promoting substantive equality (equality of outcomes), for example, by addressing structural disadvantages rather than merely aiming for equality of opportunity or prohibitions on discrimination. For example: the existence of quotas to ensure women's representation in decision-making bodies. The "adoption by States Parties of temporary special measures aimed at accelerating de facto equality between men and women shall not be considered discrimination (...), but shall in no way entail as a consequence the maintenance of unequal or separate standards; these measures shall be discontinued when the objectives of equality of opportunity and treatment have been achieved." (Article 4 CEDAW)
- This kind of measures is not consensual and it is possible that some trainees may argue that quotas (and similar actions) discriminate against men and portray women as too inept to make achievement on merit. It is important for the trainers to be prepared with information, documents and examples to deal with such arguments.
- The Commission's Communication of 7 June 2000, towards a Community framework strategy on gender equality (2001-2005) (COM (2000) 335 final) comments that: 'While Member States... are pursuing gender equality policies, important discrepancies remain in implementation. This is true for legislation, institutional mechanisms, specific initiatives (e.g. for positive action) and public awareness'.
- **Education:** With a few exceptions, all European countries have, or plan to have, gender equality policies in education. The primary aim is to challenge traditional gender roles and stereotypes. European countries apply different measures to reach this goal such as vocational guidance, gender-sensitive teaching or curricula revision. However, European schools today are far from using all potential means to eradicate traditional gender roles. What boys and girls can and should do in their future professional (and personal) lives is still very much shaped by traditional concepts of gender roles. The labour market remains strongly segregated by gender. While women are concentrated in a narrow range of lower-paying occupations, mainly those that are available part-time and typically within the 5 'C's - caring, cashiering, catering, cleaning and clerical, men tend to be represented across a broader spectrum of jobs and are more likely to hold management positions or be self-employed. The fields of manufacturing, engineering, ICT and the skilled construction trades continue to be dominated by men. Professions such as nursing, teaching and childcare, however, remain predominantly female¹⁹. Patterns of gender-based segregation within the labour market reflect differences in the educational choices of girls and boys and their levels of participation in vocational education and training.

¹⁹ Equality Commission for Northern Ireland, "Gender Equality in Action. How teachers and careers advisors can break down gender segregation in vocational education, training and work", 2007, in <http://www.equalityni.org/archive/pdf/geneqteach.pdf>

- **Economic Data:** recent Eurostat publications²⁰ show that, despite some convergence in employment patterns between women and men, considerable gender differences remain in relation to work. Women have caught up in educational qualifications and increased their employment rate, but family responsibilities are still the main reason for women's above average not employment rate. Women also continue to be more concentrated in certain economic sectors. Moreover, a gender-based entrepreneurial gap remains and women remain underrepresented in labour market policy.
- Inequality in pay between men and women remains high in Europe. Moreover, the impact of pay gaps can be far-reaching, as lower pay increases the risk of financial dependence not only during working life, but also implies lower pensions and thus an increased risk of poverty in old age. Hence, the unadjusted gender pay gap (GPG) is an important indicator used within the European Employment Strategy (EES) to monitor imbalances in wages between men and women. Women are more likely to have a disadvantaged position on the labour market due to higher incidence of precarious contracts, involuntary part-time and a persistent unfavourable pay gap (17.6 % on average in the EU in 2007), with repercussions on their lifetime earnings, social security protection and pensions, resulting in higher at-risk-of-poverty rates, especially once in retirement²¹.

9.2. The Gender Roles and Gender Stereotypes

Gender stereotypes are simplistic generalizations about the gender attributes, differences and roles of individuals and/or groups. Stereotypes can be positive or negative, but they rarely communicate accurate information about others. When people automatically apply gender assumptions to others, regardless of evidence to the contrary, they are perpetuating gender stereotyping. A gender stereotype consists of beliefs about the psychological traits and characteristics of, as well as the activities appropriate to, men or women. The content of gender stereotypes may be analyzed into four separate components that people use to differentiate male from female—traits, behaviours, physical characteristic, occupations (Deaux & Lewis, 1984).

Gender roles are defined by behaviours, but gender stereotypes are beliefs and attitudes about masculinity and femininity. The concepts of gender role and gender stereotype tend to be related. When people associate a pattern of behaviour with either women or men, they may overlook individual variations and exceptions and come to believe that behaviour is inevitably associated with one gender but not the other.

Female Gender Stereotypes

Gender stereotypes begin the second a baby's sex is found out. In the occidental culture, for example, as soon as we find out it's a girl, we immediately begin decorating a pink nursery filled with soft décor and butterflies and flowers. We assume that our daughter will be very "girly" and fill her closet with frilly dresses and her toy box with tea sets and dolls. What this essentially implies, even though many parents don't realize it, is setting our child up to be the "perfect lady". We are teaching her that girls are supposed to wear dresses, serve food, and take care of babies; the biggest and most common stereotype put on women. Some stereotypes include:

²⁰in: http://epp.eurostat.ec.europa.eu/statistics_explained/index.php/Gender_pay_gap_statistics

²¹Report, "Equality between women and men 2010", <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2009:0694:FIN:EN:PDF>

- Women are supposed to have "clean jobs" such as secretaries, teachers and librarians
- Women are nurses, not doctors
- Women are not as strong as men
- Women are supposed to make less money than men
- The best women are stay at home moms
- Women don't need to go to college
- Women don't play sports
- Women are not politicians
- Women are quieter than men and not meant to speak out
- Women are supposed to be submissive and do as they are told
- Women are supposed to cook and do housework
- Women are responsible for raising children
- Women do not have technical skills and are not good at "hands on" projects such as car repairs
- Women are meant to be the damsel in distress; never the hero
- Women are supposed to look pretty and be looked at
- Women love to sing and dance
- Women do not play video games
- Women are never in charge²²
- Women are futile
- Women are delicate and sensitive

²²In: <http://www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html>

Male Gender Stereotypes

Stereotyping is no different when it's found out that a boy is on the way. The nursery is decked out in blue, his closet is filled with tiny jeans, polo shirts, and boots, and the theme is usually something like jungle animals or dinosaurs; something tough. Boys' toys consist of trucks, dinosaurs, action figures, and video games. From the beginning boys are taught to be tough, to be protective, and to defend themselves. Boys are taught that daddies go to work and mummies stay at home; from their point of view, boys have fun and girls do all the work. Most parents do not teach their sons how to do chores such as washing dishes or folding laundry. Instead, they teach them to take out the trash and mow the lawn; from the get-go boys are made to think that certain household chores are "women's work." Men are supposed to do the dirty jobs and anything that requires muscle, they are also supposed to go to work and provide for the family. Little boys see this and the stereotype continues. Other gender stereotypes that inaccurately try to describe all men are:

- All men enjoy working on cars
- Men are not nurses, they are doctors
- Men do "dirty jobs" such as construction and mechanics; they are not secretaries, teachers, or cosmetologists
- Men do not do housework and they are not responsible for taking care of children
- Men play video games
- Men play sports
- Men enjoy outdoor activities such as camping, fishing, and hiking
- Men are in charge; they are always at the top
- As husbands, men tell their wives what to do
- Men are lazy and/or messy
- Men are good at mathematics
- It is always men who work in science, engineering, and other technical fields
- Men do not cook, sew, or do crafts²³

It is important to talk about gender stereotypes as a way of reflecting on the social construction of gender and about the impact they have on people's lives. It is important to reinforce that men and women are individuals; they are more than just male or female. Our gender is only part of who we are.

9.3. Discrimination in the workplace

Gender discrimination is a key concept in women's empowerment framework. Gender gaps originate and are maintained in any society by systems of gender discrimination. Gender discrimination means giving differential treatment to individuals on the grounds of their gender. It may also involve systematic and structural discrimination against women in the distribution of income, access to resources and participation in decision-making.

Types of discrimination

- Direct discrimination: It happens when an employer treats an employee less favourably than someone else because of one of the above reasons. For example, it would be direct discrimination if a driving job was only open to male applicants. There are limited circumstances in which an employer might be able to make a case for a

²³In: <http://www.healthguidance.org/entry/15910/1/List-of-Gender-Stereotypes.html>

genuine occupational requirement for the job. For example, a Roman Catholic school may be able to restrict applications for a scripture teacher to baptised Catholics only.

- Indirect discrimination: This is when a working condition or rule disadvantages one group of people more than another. For example, saying that applicants for a job must be clean shaven puts members of some religious groups at a disadvantage. Indirect discrimination is unlawful, whether or not it is done on purpose. It is only allowed if it is necessary for the way the business works, and there is no other way of achieving it. For example, the condition that applicants must be clean shaven might be justified if the job involved handling food and it could be shown that having a beard or moustache was a genuine hygiene risk.
- Harassment (moral and/or sexual): we have the right not to be harassed or made fun of at work or in a work-related setting (e.g. an office party). Harassment means offensive or intimidating behaviour - sexist language, which aims to humiliate, undermine or injure its target or has that effect. For example, allowing displays or distribution of sexually explicit material or giving someone an offensive nickname.
- Victimisation: This means treating somebody less favourably than others because they tried to make, or made, a complaint about discrimination. For example, it could be preventing you from going on training courses, taking unfair disciplinary action against you, or excluding you from company social events.
- Bullying: This is when someone tries to intimidate another worker, often in front of colleagues. It is usually, though not always, done to someone in a less senior position. It is similar to harassment, which is where someone's behaviour is offensive. For example, making sexual comments, or abusing someone's, her/his origins, religion or sexual orientation. Bullying includes abuse, physical or verbal violence, humiliation and undermining someone's confidence. Bullying should never be acceptable in the workplace. Bullying can be face-to-face, in writing or using new technologies.

Gender discrimination

Every EU Member State has special legislation that prohibits an employer from discriminating against you because of your gender. Gender discrimination law usually covers almost all workers (men and women) and all types of organisations in the country. It may cover:

- recruitment
- employment terms and conditions
- pay and benefits
- training
- promotion and transfer opportunities
- redundancy
- dismissal

Equal terms - equal pay

Men and women, working for the same employer, should be entitled to the same terms in their employment contract in the following cases:

- they do the same or similar work
- their work is rated as equivalent in a job evaluation study by the employer
- their work has equal value

There may be exceptions where there is a genuine material factor which explains the difference, for example seniority

In case there is a need for advice, it is necessary to contact special services that offer free, confidential and impartial advice on employment rights issues or we can visit the employment Training Package on Risk Assessment Empowerment & Autonomy

contacts pages for other useful contacts. If we are a member of a trade union, we can get help, support and advice from them.

9.4. Reconciliation (Balance) between work and private and family life

Women still remain the main carers of children and elderly today. In Europe, in case of two parents' families, women between the ages of 25 to 44 spend three times longer than men in childcare per day. The main findings of the first EIGE Report specifically focus on the topic of balancing work and family life as a condition of equal participation in the labour market. Recent legislative developments at EU level concerning maternity, paternity and parental leave have demonstrated progress: a number of EU Member States have already made changes to allow for the increased involvement of fathers in childcare. Improvements have also been made in the availability and access of childcare services to parents from across the Member States. Nevertheless, women still remain the main carers for children: they are comparatively more involved in part time work to be able to care for children, and therefore work longer paid and unpaid hours than men.²⁴

It is important to raise awareness of both men and women having work and family life reconciliation problems about European and national policies as well the main family-friendly measures that help people to balance professional, private and family life and improve their quality of life.

In IPV/DV situations, for safety reasons, women, after leaving the perpetrator, remain alone with their children (single parent families) and, often, far away from their family and friends. For them to achieve work and family life balance is even more difficult. Therefore, is important to provide them with an alternative support for children and/or in work related issues.

²⁴ <http://www.eige.europa.eu/content/document/report-review-of-the-implementation-of-the-bpfa-in-the-area-f-women-economy-reconciliation>

Module 10: ICT – Information and Communication Technologies

Introduction

The internet is a global system of interconnected computer networks. It is comprised of private, public, academic, business and government networks, carrying an extensive range of information and resources, documents and inter-linked information on the World Wide Web (www)

Traditional communications, including telephone, music, film and television, have been reshaped or redefined by the Internet. Newspapers, books and other published material are adapting to web technology, making them available online.

The internet allowed new forms of human interaction, through several ways of communication, such as internet forums, e-mails, social networks, online shopping, calls and video-calls and instant messaging, among others.

Aim

This module aims to develop skills in using resources relevant for employment, such as the internet and communication tools.

Learning objectives

To develop knowledge of the participants about:

- Internet;
- E-mail accounts;
- Skype application.

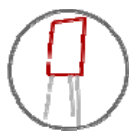
Overview of learning content

- Internet
- Communication Tools: e-mail and skype

Description of learning material

- Handout to support navigation on the internet, the creation of e-mail and skype application.
- Exercises related to the internet, e-mail and internet calls.

General information



EQUIPMENT

Computer with internet connection, datashow, flipchart, markers, handouts, pens



TIME

6 h

Learning Material:

10.1.1. ICT

10.1.2. Search on the internet

10.2.1. Creating e-mail account

10.2.2. Using e-mail

10.2.3. Creating and using Skype

Overview of learning units and session plan

Unity	Purpose	Task	Time
Module Introduction	<ul style="list-style-type: none"> Introduce the daily programme. 	Present information about the main activities of this session.	5 min
10.1. Internet	<ul style="list-style-type: none"> Assess the knowledge of participants about the topic. 	Facilitate group discussion about the internet and the purpose of its use. Handout 10.1.1. ICT	10 min
	<ul style="list-style-type: none"> Become aware of the several uses of the internet. Learn how to make a search on the internet. 	Present the several uses of internet. Exercise 10.1.2. Search on the internet. Later, the trainer presents a list of websites where participants can find documents related to the topic, e.g. national legislation, job agencies, etc.	60 min
10.2. Communication Tools	<ul style="list-style-type: none"> Learn how to create and use an e-mail account. 	Present the communication tools and focus on e-mail account. Show how to create an e-mail and how to use it. Exercise 10.2.1: Creating an e-mail account Exercise 10.2.2: Using e-mail	45 min
	<ul style="list-style-type: none"> Learn how to make calls, video-calls, send instant messages through the internet. 	Show how to create a skype account and how to use it. Exercise 10.2.3: Creating and using skype	45 min
Final debate and questions	<ul style="list-style-type: none"> Evaluate the learning and clarify doubts. 	Answer questions, give more examples.	10 min
Evaluation	<ul style="list-style-type: none"> Evaluate the training session. 	Complete the questionnaire.	5 min

Background Theory

1. Internet

General information about internet

The internet is a computer based global information system. It is composed of many interconnected computer networks. Each network may link thousands of computers enabling them to share information. The internet has brought a transformation in many aspects of life. It is one of the biggest contributors in making the world into a global village. Use of the internet has grown tremendously since it was introduced, mostly because of its flexibility. Nowadays, the internet is the biggest and the best information source for people as anyone can access the internet, if not at home or workplace at least on cyber cafes where this service is provided.

The commercialization of what was by the 1990s an international network resulted in its popularization and incorporation into virtually every aspect of modern human life. As of 2011, more than 2.2 billion people – nearly a third of Earth's population — use the services of the Internet.²⁵

The internet has developed to give many benefits to humankind. One of the most important benefits of the internet it is access to information.

Most traditional communications media including telephone, music, film, and television are reshaped or redefined by the internet. Newspaper, books and other print publishing are adapting to website technology, or are reshaped into blogging and web feeds. The internet has enabled and accelerated new forms of human interactions through instant messaging, internet forums, and social networking. Online shopping has boomed both for major retail outlets and small artisans and traders. Business-to-business and financial services on the internet affect supply chains across entire industries.

To connect to internet, it will be needed:

- Computer
- Modem (either internal or external) to connect to the computer or wifi
- Internet Service Provider (ISP) who will provide the access to the internet

It is possible to connect to the internet through a cable or wireless.

²⁵ <http://www.internetworldstats.com/stats.htm>

Choosing an Internet connection plan

Here are some hints that can help to decide which internet connection would be right for each situation when searching for the best services offers:

- The price;
- The connection speed;
- The allowed bandwidth;
- Number of computers.

Using internet

The program used to navigate the internet is a web browser, and as its name suggests, it lets to browse the internet and the web. A web browser is a computer program (software) that is used for viewing websites and webpages. Usually the computers already have a preinstalled browser program such as Internet Explorer, Safari or Firefox or it is possible to download the free Chrome browser from Google.



Chrome

Google Inc. (USA)

Has to be downloaded and installed



Internet Explorer

Microsoft Corporation (USA)

Available only for the Windows operating system & comes pre-installed



Firefox

Mozilla Foundation (USA)

Has to be downloaded and installed



Safari

Apple Inc. (USA)

Pre-installed on Apple computers, iPads and iPods



Opera

Opera Software ASA (Norway)

Has to be downloaded and installed

Google is the most popular search engine in the world. Here are tips how to search on Google - please consult the *Handout 10.1*.

The internet has millions and millions of different types of websites. To go to a particular website (or a location on the internet), is needed to type the address in the browser, typically, in an *Address* or *URL* field at the top.

The internet is a nice medium to connect with the entire world. People use it as a medium to connect with other people, sharing files, entertainment, information and many other activities that are useful and beneficial in many terms. The main goals for browsing internet are the following:

- Information
- Social networking
- Communication
- Transfer of files
- Current events
- Entertainment
- Internet transactions
- Making money
- Online education

2. Communication Tools

Mailing

Another use of the internet is to use it to communicate with others. People contact each other through various services providing e-mail accounts like GMAIL, Yahoo, Hotmail, SAPO, among others. They can send messages through many other services as well.

Once the e-mail address is created, it is not possible to change it later. Choosing a "good" Yahoo! email account ID is paramount - it should be easy to recall. Nevertheless it could be difficult to get an e-mail address of choice, since millions of people hold a Yahoo account.

Some tips for creating password for an e-mail account:

- Passwords need to be complex so that people cannot guess them in a few tries.
- Avoid using spouse or pet's name as the password. This would be a bad choice if a hacker wanted to break into an e-mail account. It is estimated that over half of all people use 'password' as their password so avoid this too.
- Sprinkle in upper and lower case letters along with numbers and symbols. The more complex the password, the more difficult it will be to remember.
- On some accounts, there will be a password strength bar to inform if the password is weak or strong.
- An alternate e-mail address is an option to get back the old password, but not always there is another e-mail. The other possibility is to introduce a security question, but the answer should not be very obvious, something that most people does not know.

Some tips regarding the requested personal information:

- Avoid identifying the city and/or country (when possible);
- Be careful with the information given, namely the complete name.

Please consult *Handout 10.1* for more information on how to create an e-mail account and use it as well for security information and risks, through given example of e-mail account.

Calls

There are several applications that allow to make free voice and video calls and chat over the internet. Skype is one of these applications and one of the most popular. Skype provides a facility to make free calls to other Skype users and charges minimal fees for making calls to landline and mobile phones. Skype has a variety of features which includes instant messaging, file transfer and video conferencing.

Project Coordinator



Association of Women Against Violence
Lisbon, Portugal

Margarida Medina Martins
Petra Viegas
Rita Mira
project.e-maria@amcv.org.pt
Tel. +35 21 380 21 60
www.amcv.org.pt



www.e-maria.eu



This project has been funded with support from the European Commission. This communication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

Project Partners



BUPNET GmbH
Göttingen, Germany

Sabine Wiemann
swiemann@bupnet.de
Ines Polzin
ipolzin@bupnet.de
www.bupnet.de



die Berater
Vienna, Austria

Maren Satke
m.satke@dieberater.com
www.dieberater.com



Social Innovation Fund
Kaunas, Lithuania
Ludmilla Mecajeva
l.mecajeva@lpf.lt

Diana Basinskaite
d.basinskaite@lpf.lt
www.lpf.lt