



# Women's economic independence, a way out of violence: a toolkit for anti-violence centres operators

## Agreements

To all survivors of intimate partner violence fighting for their economic independence.  
You are an example of empowerment to all women.

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## INTRODUCTION

**WE GO! (Women Economic-independence & Growth Opportunity)** is a two-year project co-financed by the European Union focusing on a specific issue affecting women undergoing intimate partner violence (IPV): the lack of economic independence which prevents women from leaving a violent partner and ensuring sustainable alternatives for themselves and their children. The project has been implemented by 15 partners based in 7 EU countries (Italy, Spain, Greece, Bulgaria, Cyprus, United Kingdom and Sweden).

The **overall objective** of WE GO! is to strengthen support services for women undergoing IPV and in particular the activities run by anti-violence centres (AVCs) aiming at empowering women. The project builds on the experiences and practices developed by **AVCs** in the European Union in order to identify and spread promising practices to economically empower women and come out of IPV.

**AVCs have developed meaningful experience in this field that needs to be valued, exchanged and systematized in order to spread knowledge and strengthen services available in Europe.** IPV survivors' economic empowerment and independence is in fact an issue recognised by AVCs, but not adequately explored in policies and interventions to prevent and combat IPV.

The main output of the WE GO! Project is the **training toolkit for anti-violence centres operators**, aiming at both strengthening practitioners' knowledge and methodologies and providing them with concrete tools to reflect on their existing practices and to providing women in developing their personal and economic empowerment. It is the result of **exchanges among practitioners of partner organisations and external experts** involved in the activities. WE GO! envisaged three mutual learning events aiming at exchanging practices, identifying key intervention areas and tools to empower women survivors of IPV and to evaluate the effectiveness of the toolkit.

A first draft of the toolkit was tested by the AVCs involved in the WE GO! project during the implementation of empowerment trainings targeting women survivors of IPV. The testing allowed to assess the effectiveness of tools and to adjust and finalise the toolkit on the basis of the feedback provided by both operators and women survivors involved in the WE GO! project.

The toolkit has been designed not only to improve practitioners' skills, but also to provide them with useful tools and methodologies to be embedded in their existing practices. AVCs in fact often suffer from financial strain and limited time and human resources in running even core activities; the WE GO! toolkit aims therefore to provide tools that do not imply any additional burden on AVCs, but rather represent **opportunities to enhance the effectiveness of their existing practices.**

The toolkit provides AVCs operators and practitioners both with theoretical guidance and practical tools to build survivors' personal and economic empowerment. It is divided in two main parts:

- **Part A** aims at strengthening operators' capacity and skills through a theoretical framework covering key concepts and methodological approaches based on the one hand on principles of participatory methodologies and on the other hand on how to develop specific skills to support survivors - such as building



relationships and trust, listening, developing intuition etc. This part includes exercises to foster operators' reflection on their own approach and skills and tips to improve them.

- **Part B** includes practical tools which operators can use to promote survivors' personal and economic empowerment. The tools cover different area of intervention such as developing personal competences and supporting networks, job techniques, self-employment/entrepreneurship and ICT skills. Tools can be selected and adapted to the specific needs of each woman involved in the empowerment path and include both group and individual activities.



# SECTION A. CAPACITY-BUILDING OF OPERATORS

## A1. Theoretical and methodological framework

### 1.1. Gender-based violence

#### International and EU framework: concepts and definitions

The fight against gender-based violence in Europe relies on a number of legislative efforts taken on international level throughout the years. Starting from the Convention of on the Elimination of all Forms of Discrimination against Women (CEDAW) in 1979 which although does not explicitly mention violence against women, however in its general recommendations and specifically recommendations 12 and 19 clarify that the Convention includes violence against women and makes detailed recommendations to State parties.

In 1993 some historical steps were made to promote and protect the human rights of women. During the [World Conference on Human Rights](#), violence against women (VAW) was recognised as a human rights violation and called for the appointment of a Special Rapporteur on Violence against Women in the [Vienna Declaration and Programme of Action](#). This have contributed greatly to the first Declaration on the Elimination of Violence against Women later in 1993 which basically is the first ever international instrument which explicitly address VAW and provides a framework for national and international actions.

Specifically the Declaration is recognizing VAW as a human rights violation and it states the recognitions of “universal application to women of the rights and principles with regard to equality, security, liberty, integrity and dignity of all human beings”. The Declaration defines violence against women:

“as 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”.

Another win for women’s rights with regards to VAW came in 1994 during the International Conference on Population and Development where the links between reproductive health and violence against women were made. Moving on to 1995 the historical Beijing Platform of Action which has identified specific actions for Governments to take in order to prevent and respond to VAW and girls. Ending violence against women is one of the areas for priority action. The Beijing Platform for Action gives an expanded definition of VAW and includes all women from all ethnic backgrounds and legal status, including women more vulnerable to violence:

“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 private life. Accordingly, violence against women encompasses but is not limited to the following:

- a. Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non- spousal violence and violence related to exploitation;
- b. Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;
- c. Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs”.

In 2002, the Council of Europe defines violence against women as:

any act of gender-based violence, which 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 private life.

Another step forward and most recent development came in 2011 with the Council of Europe Convention on preventing and combating violence against women and domestic violence. The convention was drafted based on the understanding that violence against women is a form of gender-based violence that is committed against women because they are women.

According to the CoE Convention “It is the obligation of the states to fully address it in all its forms and to take measures to prevent violence against women, protect their victims and prosecute the perpetrators. Failure to do so would make it the responsibility of the state”. The convention leaves no doubt: there can be no real equality between women and men if women experience gender-based violence on a large-scale and state agencies and institutions turn a blind eye.

The relevant definitions provided in the aforementioned Convention are the following:

“violence against women” is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life;

“gender-based violence against women” shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately;

Last, the convention urges parties to take **measures for the empowerment and economic independence of women victims of violence**. This is particularly relevant for EU countries with a female unemployment rate above the EU average.

This approach was followed by the European Parliament and the Council which define gender-based violence (GBV) as follows:

Violence that is directed against a person because of that person's gender, gender identity or gender expression or that affects persons of a particular gender disproportionately, is understood as gender-based violence. It may result in physical, sexual, emotional or psychological harm, or economic loss, to the victim. Gender-based violence is





understood to be a form of discrimination and a violation of the fundamental freedoms of the victim and includes violence in close relationships, sexual violence (including rape, sexual assault and harassment), trafficking in human beings, slavery, and different forms of harmful practices, such as forced marriages, female genital mutilation and so-called honour crimes. Women victims of gender-based violence and their children often require special support and protection because of the high risk of secondary and repeat victimisation, of intimidation and of retaliation connected with such violence.

## What is gender-based violence?

The terms gender-based violence and violence against women are used interchangeably many times in literature, in practice and policy. However, the term gender-based violence refers to violence directed against a person because of her or his gender and the expectations of their role in a society. Gender-based violence highlights the gender dimension of these types of acts; in other words, and according to the UN-Women, the relationship between females' subordinate status in society and their increased vulnerability to violence. Last, violence against women is affecting women and girls disproportionately because of their gender and their biological sex. Therefore both terms are used interchangeably throughout the document.

Violence against women is rooted in a system of practices and legislations which approve the rights and active efforts of men to dominate and exert control over women, regarding the latter as their property. Domestic violence is the most common form of violence against women. Violence against spouses is an epidemic of global proportions, the consequences of which are catastrophic on a physical, emotional, economic and social level for women, children, families and societies all over the world.

According to the EU Agency for Fundamental Rights (FRA) violence against women is widespread in Europe and the scale of intimate partner violence is alarming. In 2014, the European Union Agency for Fundamental Rights reported that 22% of women have experienced physical and/or sexual violence in a relationship with a man. Based on the same report, practice shows that women often remain in such relationships because of their financial dependence and that of their children. The report further notes that **“victims are both economically and socially vulnerable, who require financial support to leave a violent relationship”**. The FRA results report that 39% of women who left a violent partner suffer more financial strain than women who have not experienced physical/sexual violence (26%). Programmes for social inclusion and economic relief of victims **are rare as the focus is usually on providing immediate assistance such as accommodation and legal advice.**

A few steps have been taken at EU level in relation to the support of the victims such as the adoption in 2012 of the directive establishing minimum standards on the rights, support and protection of victims of crime. The Directive states that:

... violence committed in a close relationship, it is committed by a person who is a current or former spouse, or partner or other family member of the victim, whether or not the offender shares or has shared the same household with the victim. Such violence could cover physical, sexual, psychological or economic violence and could result in physical, mental or emotional harm or economic loss. Violence in close relationships is a serious and often hidden social problem which could cause systematic psychological and physical trauma with severe consequences because the offender is a person whom the victim should be able to trust. Victims of violence in close relationships may therefore be in need of special protection measures. Women are affected disproportionately by this type

of violence and the situation can be worse if the woman is dependent on the offender economically, socially or as regards her right to residence.

Women and children living in violent environments often face poverty traps that hinder their ability to escape such violence and rebuild their lives. According to a report by WAVE, the poverty traps lead victims of violence and their children to social exclusion. That is: the impact of violence on women's health; exclusion from education and life-long learning; limited access to the labour market leading to reduced economic resources; dependency on public assistance; homelessness; single-parenthood; and, for migrant women, the risk of being deported and/or otherwise excluded from public support and assistance due to their migrant status. Contributing to the above are the structural inequalities faced by women at all levels, including their marginalised position in the labour market, the persistent wage gap between women and men, lack of high quality low cost child care, among others. These translate into lower pensions for women and greater dependency on public assistance and other welfare provisions. Women experiencing domestic violence, especially after a separation, are vulnerable to poverty for numerous reasons. In the majority of cases they are without financial means, without a place to live, and access to the labour market is especially difficult for them. The situation is even more precarious for migrant women whose legal status is often linked to the perpetrator and thus may be prevented from accessing public benefits and/or risk deportation.

## Understanding intimate partner violence

In many countries the term "intimate partner violence" is included under "domestic violence", a more general term referring to partner violence, but also encompassing child or elder abuse, or abuse by any member of a household.

The WEGO project specifically focuses on interventions to support survivors of intimate partner violence (IPV), considering that IPV is a form of violence that affects women disproportionately. Ooms et al. defined IPV as a pattern of coercive behaviour in which one person attempts to control another through threats or actual use of physical violence, sexual violence, verbal and emotional abuse, stalking, and economic abuse (Hahn, A. S., and Porstmus, L. J., 2014).

A more comprehensive definition is that used by the World Health Organisation (WHO), which defines IPV as one of the most common forms of violence against women and includes physical, sexual, and emotional abuse and controlling behaviours by an intimate partner. More specifically:

IPV occurs in all settings and among all socio-economic, religious and cultural groups. The overwhelming global burden of IPV is borne by women. IPV refers to any behaviour within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship. Acts of physical violence includes as slapping, hitting, kicking and beating and sexual violence, includes forced sexual intercourse and other forms of sexual coercion. Emotional (psychological) abuse can include insults, belittling, constant humiliation, intimidation (e.g. destroying things), threats of harm, threats to take away children. Controlling behaviour includes isolating a person from family and friends; monitoring their movements; and restricting access to financial resources, employment, education or medical care.

The directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime, although not using the words intimate partner violence, provides the definition of violence committed in a close relationship explaining that such violence:

... is committed by a person who is a current or former spouse, or partner or other family member of the victim, whether or not the offender shares or has shared the same household with the victim. Such violence could cover physical, sexual, psychological or economic violence and could result in physical, mental or emotional harm or economic loss. Violence in close relationships is a serious and often hidden social problem which could cause systematic psychological and physical trauma with severe consequences because the offender is a person whom the victim should be able to trust. Victims of violence in close relationships may therefore be in need of special protection measures. Women are affected disproportionately by this type of violence and the situation can be worse if the woman is dependent on the offender economically, socially or as regards her right to residence.

Last, it should be noted that although the Council of Europe Convention on preventing and combating violence against women and domestic violence does not explicitly mention this issue within the text of the Convention, in its explanatory report paragraphs 41 and 42 it clearly makes the connection with domestic violence:

“41. Article 3 (b) provides a definition of domestic violence that covers acts of physical, sexual, psychological or economic violence between members of the family or domestic unit, irrespective of biological or legal family ties. In line with what is mentioned in paragraph 40, economic violence can be related to psychological violence. Domestic violence includes mainly two types of violence: intimate-partner violence between current or former spouses or partners and inter-generational violence which typically occurs between parents and children. It is a gender neutral definition that encompasses victims and perpetrators of both sexes”.

“42. Domestic violence as intimate-partner violence includes physical, sexual, psychological or economic violence between current or former spouses as well as current or former partners. It constitutes a form of violence which affects women disproportionately and which is therefore distinctly gendered. Although the term “domestic” may appear to limit the context of where such violence can occur, the drafters recognised that the violence often continues after a relationship has ended and therefore agreed that a joint residence of the victim and perpetrator is not required. Inter-generational domestic violence includes physical, sexual, psychological and economic violence by a person against her or his child or parent (elderly abuse) or such violence between any other two or more family members of different generations. Again, a joint residence of the victim and perpetrator is not required”.

## **Economic abuse, economic independence and economic empowerment**

Although women of all demographics are susceptible to intimate partner violence, they encounter it differently based on social, ethnic, and economic divergences. Specifically, women of low socio-economic status tend to experience it more frequently and more severely while also having fewer resources and lacking access to services to protect themselves. Structural barriers such as poverty, low educational attainment, and lack of access to information make escaping violence more difficult as these barriers limit

women's knowledge of available resources and their abilities to be financially independent.

The issues connected to economic independence as a way out from violent settings is crucial for this group of women.

Indeed, economic independence is widely recognised as a prerequisite for enabling both women and men to exercise control over their lives and to make genuine choices. Paragraph 26 of the Beijing Declaration and Platform for Action adopted at the Fourth World Conference on Women (1995) mentions a clear commitment of states to:

***promote women's economic independence, including employment, and eradicate the persistent and increasing burden of poverty on women by addressing the structural causes of poverty through changes in economic structures, ensuring equal access for all women, including those in rural areas, as vital development agents, to productive resources, opportunities and public services***

According to the main socio-economic literature analysed until now, **economic independence** refers to a condition where women and men have their own access to the full range of economic opportunities and resources—including employment, services, and sufficient disposable income—so they can shape and exercise control over their lives, meet their own needs and those of their dependants, and make conscious choices.

The concept of **women's economic independence** recognises that women are economic actors who contribute to economic activity and should be able to benefit from it on an equal basis with men, and that financial independence can have an important role in strengthening the position of women in society and within the household.

Generally, **employment** is recognised as the main way to be economically independent and to avoid poverty. This is even more true in the case of women's economic independence, which is therefore strictly connected with the recognition and valorisation of women's work. This means, in particular, that the **quality of employment and employment conditions** are especially relevant: poor working conditions (related to, for instance, low pay, precarious work, short working hours, interrupted employment careers, labour market segmentation) and the difficulty of remaining and progressing in employment can, in fact, result in low and discontinuous earnings, low training opportunities and, in many countries, no access to social protection and thus reduced pension entitlements in old age, eventually increasing the poverty risk.

When considering economic independence in general, and women's economic independence in particular, it is also important to consider **economic security**, referring to the ability to plan for future needs and risks and that basic needs will be met. Building security could include gaining financial knowledge or new employment skills, having insurance against loss or adversity and being able to save in various ways for retirement or for a child's education.

Unfortunately women victims of IPV are usually victims of a specific form or of a combination of violent behaviour. The abuser can use a range of tactics also to undermine the economic independence of a current or former intimate partner. For example:

an abuser may prevent their partner from obtaining a job, or interfere with their work and jeopardise employment in order to maintain their partner's financial dependency on them, thus potentially making it difficult for their partner to leave. An abuser may have sole control over their partner's finances or give them an "allowance." He may also interfere with academic activities or attempt to compromise their

partner's scholarships and/or jeopardise future goals (National Centre on Domestic and Sexual Violence).

To this end, ad-hoc economic empowerment programmes and economic advocacy strategies represent efforts to help survivors gain or regain their financial footing during and after abuse. At the same time, other support services such as those aimed at up-scaling skills through training and education or those increasing the possibility of entering/re-entering the labour market are crucial to create the conditions for achieving economic independence and escaping from violent settings.

The following section describes the basic elements of this empowerment approach from a feminist perspective.

## 1.2. Empowerment

The term "empowerment" is not univocal and there is no universal definition of the concept. On the contrary, it is a complex term, of a subjective nature, related to several theories of power, and its different meanings, interpretations, similarities and divergences may generate contradictions.

The origins of the term empowerment may be traced to the 1960s and was used in African-American movements of "black power" and the United States Civil Rights Movement. It is also rooted in Paulo Freire's popular education experiences in Brazil and Latin American popular movements in the 1960s and 1970s.

In the mid-eighties, the concept of empowerment took force in the feminist movements. A feminist conception of empowerment, based on collective action, was advanced by Gita Sen and Caren Grown in *Development, Crisis and Alternative Visions* (within the project DAWN, Development Alternatives for New Era). At the Beijing World Conference in 1995, the women's empowerment approach consolidated as a key strategy for the advancement of women and the fight against the feminization of poverty. From that moment on, the term and the concept of empowerment became a central concept in the discourse of development programmes.

The project Pathways of women's empowerment proposes a "useful" definition of empowerment which incorporates power: "Women's empowerment happens when individuals and organised groups are able to imagine their world differently and to realise that vision by changing the relations of power that have kept them in poverty, restricted their voice and deprived them of their autonomy" (Eyben, 2011).

The project also differentiates three different dimensions of empowerment:

- **Social empowerment** is about changing society so that women's place within it is respected and recognised on the terms by which they want to live, not on terms dictated by others. A sense of autonomy and self-value is fundamental to be able to make choices independently – over sexual relationships, marriage, and having children. Valuing and respecting women is vital if they are to participate in politics, demand a fair return on their work and access public services such as health and education.
- **Political empowerment** concerns equity of representation in political institutions and enhanced voice of the least vocal so that women engage in making the decisions that affect their lives and the lives of others like them. They are able to speak about, as well as speak for, themselves, gaining a right to engage in the democratic process.
- **Economic empowerment** is about women's capacity to contribute to and benefit from economic activities on terms which recognise the value of their contribution, respect their dignity and make it possible for them to negotiate a fairer distribution of returns.





In feminist organizations, such as the "anti-violence centers" across Italy, the concept of empowerment is generally applied as a process of awareness-raising, developing autonomy and increasing the authority and power of the woman over her resources and the decisions that affect your life.

It is at the same time a process through which women strengthen their capacities, their role and autonomy and authority, as an individual and as a social group, to promote changes and transform relationships of subordination.

It refers to a nonlinear processes of transformation of different power relations, questioning power as domination over the other ("power over") and promoting a new notion of shared power ("power with"), based on more democratic social relations. From a feminist and transformative perspective, it responds to the need to generate changes in power relations between genders, modifying their distribution in personal relationships as well as in social institutions.

Therefore, empowerment is not something that can be "granted", but rather a dynamic process that strives for an individual and collective effort. It is closely related to a new notion of power based on more democratic social relations and the impulse of a shared power, a "sustainable" power (Batliwala, 1997), established in the construction of mechanisms of collective responsibility, of decision making, participation and gender equity.

To be a truly transformative process, empowerment should consider both an individual and a collective and social dimension. Individually, the changes are aimed at the achievement of higher levels of self-confidence, self-value and the power to negotiate one's own interests.

From a group and social perspective, an empowerment process implies strengthening our ties, agents of support and mutual recognition that can allow us to face common problems and advance in the defence of common interests.

In the collective dimension, social, political and economic changes are generated, aimed at eradicating gender discrimination in all areas of social relations and social structure.

In section 1.5 some methodological guidelines are provided to apply the empowerment approach in training courses for women.

### **1.3. Feminist economics: the labour market and care**

Feminist economics is a theoretical body of work which helps understand gender inequality. Gender inequality is both cause and consequence of patriarchy and unequal power relations between women and men. Gender inequality in the framework of economics is both cause and consequence of male intimate partner violence against women: violence is an instrument used by perpetrators to sustain and reinforce the subordination of women, and economic violence is one form of such violence, just as physical violence and psychological violence.

Beyond specific cases of intimate partner violence, gender inequality is maintained in different spheres of life (health, education, political representation, labour market, etc.) to impact disadvantage on women's lives. Understanding inequalities among men and women in the economic domain is key to the fight against violence against women as a general phenomenon and for the improvement of the life of survivors in particular.

One of the critical areas of concern of the Beijing Platform for Action was 'Women and the Economy' and the Platform makes a clear commitment to 'promote women's economic independence, including employment, and eradicate the persistent and increasing burden of poverty on women by addressing the structural causes of poverty through changes in economic structures, ensuring equal access for all women,



including those in rural areas, as vital development agents, to productive resources, opportunities and public services' (United Nations, 1996).

However, in the support system for survivors of intimate partner violence, economic empowerment is usually an underdeveloped area and economic independence remains a difficult goal to achieve. When services include job placement or training programmes, they often reinforce gender inequalities in the labour market, by providing access to survivors in 'feminine', low-paid sectors as these are often the only ready-to-go job opportunity for women recovering from intimate partner violence. As services and professionals acquire more and more complexity and expertise, there is still a lack of understanding on how to develop gender-sensitive economic empowerment programmes based on a deep understanding of economic inequalities affecting women and how services can operate to eradicate gender inequalities in all spheres. Feminist economics provides a useful theoretical framework to understand and address these issues and meet the objective of promoting women's economic empowerment.

### Gender and the economy: basic arguments of feminist economics

Feminist economics is a branch of critical economics which questions the hegemonic economic theory, denouncing the androcentric bias of mainstream economic ideals, i.e., "homo economicus" (allocating universal characteristics to he who is really a white, adult, healthy, heterosexual, middle-income male).

Feminist economics emphasizes the need to incorporate gender relations as one of the variables to consider when explaining the economy. The theoretical framework of feminist economics is critical of the consideration that differences between men and women in careers and education are due to free choice, for example, and has developed work to identify structural gender inequalities that are tied to the capitalist system itself.

One of the key contributions of feminist economics is the re-definition of the concept of "work" to include not only paid work carried out in the labour market, but also non-paid work in the domain of the public sphere. This kind of work is not only conceptualised, but considered indispensable for the sustainability of the economy: feminist economics is characterized for putting at the centre of the analysis the sustainability of life, instead of the analysis of markets. The capitalist economy is only sustained by the fact that much of the necessary work is done for free by women.

Feminist economics has dealt with both creating these new concepts to shed light on the gendered realities of the economy and also designing new indicators and economic instruments that allow us to obtain the necessary data to understand these realities. As the Spanish feminist economist Cristina Carrasco (2007) noted, the current "statistics are under suspicion" and should be re-examined to see everything that the androcentric lens of the homo economicus has obscured".

Below are presented some **concepts of feminist economics** related to care work, as the invisible side of the economy, and also to a gendered dimension of the labour market and its gender inequalities.

### Sexual division of labour

The sexual division of labour supposes the concentration of women in reproductive chores in the domestic sphere as well as in determined activities and positions within paid work.

The sexual division of labour constructs the feminine and masculine differently, leaving the sphere of the feminine to be the care of the family, the home and unpaid activities, while it places the masculine in the public sphere, of paid work and decision-making with a social impact. In this way, the organization of society is constructed in a way that



is discriminatory for women, because it places them in a situation of disadvantage and inequality with regards to that of men.

### Care work

Feminist economists have devoted much of their efforts to redefine care tasks as a key contribution to the economy. Spanish economist Amaia Pérez Orozco provides a useful definition of “care work”:

By care work we can understand the daily management of life and health, the most basic and daily need that allows the sustainability of life. It implies a double dimension, “material” – carrying out specific activities with tangible results, tending to the body and its physiological needs– and “immaterial”, concerning affection and relationships – relative to the emotional well-being” (Pérez Orozco, 2006).

### What are the implications for women<sup>1</sup>?

- “Double/Second shift”
- Leads women to engage in work within the informal economy, to work part time, or to accept lower paying jobs to be able to keep fulfilling their household and care “responsibilities”
- Vertical and horizontal segregation: glass ceiling and sticky floor
- Lack of recognition of their contribution to society and the productive economy
- Feminization of poverty: a phenomenon that women represent disproportionately the world’s poor.
- Economic gender based violence
- Women’s labour is exploited and undervalued – work more hours for less money
- Gender pay gap - Lower wages – feminization of poverty – lack of economic independence
- Lack of time for leisure activities
- Reproduces sexist stereotypes in new generations

### What does this represent for the economy?

- According to estimations of the value of care work, a typical family would spend around 25.800€ annually if it externalized the care work currently done mainly by women.

### Double Shift

The double shift is the condition women are subjected to when they carry out paid work and must also be responsible for activities associated with reproductive work, because they are not shared by their partners.

In Greece, in 2014, men spent on average 1 hour and 31 minutes doing household chores (mostly cooking, barely any cleaning) while women spent on average 4 hours and 36 minutes.

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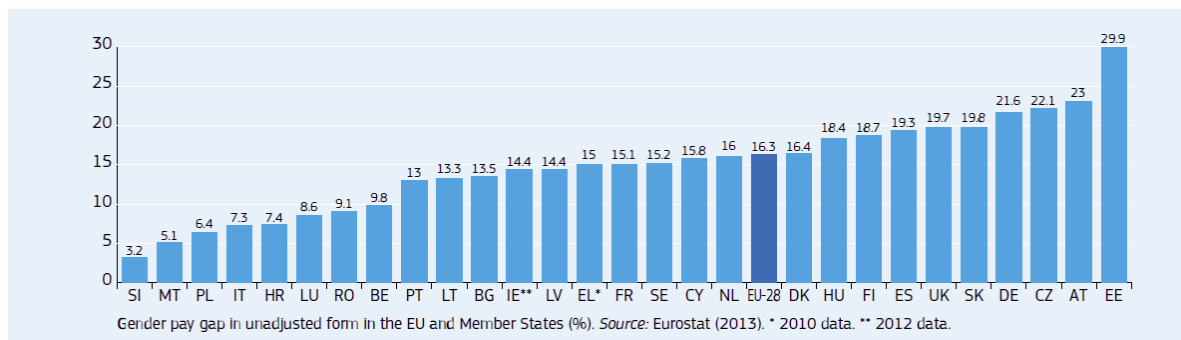
<sup>1</sup> Definitions are provided below.



## The gender pay gap

According to the definition of the European Commission, the gender pay gap is the difference between the gross earnings of all working women and those of all working men. Based on the calculation of earnings per hour, women earn 16% less than men per hour in the EU, on average, i.e. around 2 months worked for free each year. If the calculation is made on the basis of annual earnings, not earnings per hour, the gap is wider (25-30%) because many women work part-time. The gender pay gap gets bigger with age: older women earn less than men their age. Having less money has implications in the long term: less money to save and invest and an EU average pension gap between men and women of the 39%.

(1) Eurostat, 2013  
(2) Eurostat, 2010



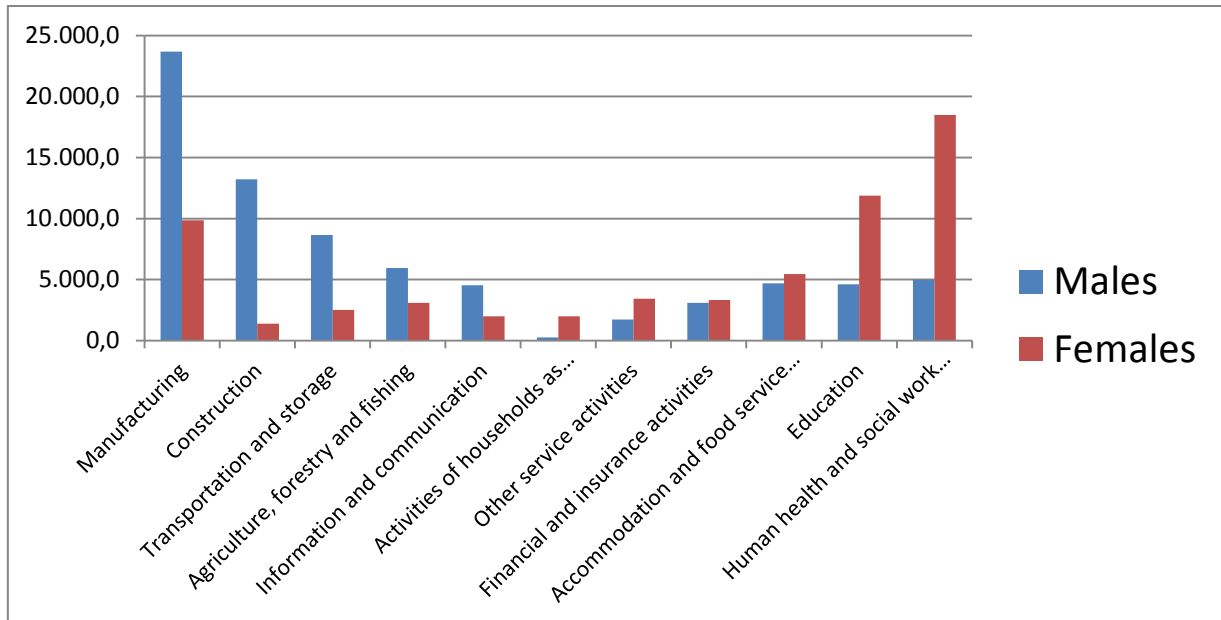
The causes of the gender pay gap are gender inequalities in the labour market and in global work redistribution (including unpaid work).

The main characteristics of women's participation in the labour market are

- Absence: the so-called "inactivity", a concept which sociologist Margaret Maruani considers a "sociological aberration" (Maruani, 2002). This is due to higher rates of women's unemployment, participation in the informal economy, part-time and temporary jobs. With part-time work and career breaks to take care for children and dependents, they are less promoted, meaning that they earn less money.
- Discrimination, both direct (outright), an unfair treatment of women, and indirect (practices which appear as fair treatment, but in fact it is not because it affects women disproportionately (e.g. no part-time allowed in a specific company)
- Segregation, both horizontal and vertical (see below).

### Vertical and horizontal segregation: Glass ceiling and sticky floor

Occupational or horizontal segregation is the "unequal distribution of men and women in a sector or between sectors" (Generalitat de Catalunya, 2008).



Labour Force Survey, 2015

Women’s jobs usually have lower social and economic value: feminised sectors are those with worse working conditions, lower wages, higher temporality, and higher rate of part-time jobs.

This is related to the sexual division of labour: these jobs are an extension of women’s tasks in the private sphere. It is their role and duty as women and hence their value is not attached to prestige in the public sphere nor monetary value.

In some sectors and occupations, women tend to be overrepresented, while in others men are overrepresented. In some countries, occupations predominantly carried out by women, such as teaching or nursing, offer lower wages than occupations predominantly carried out by men, even when the same level of experience and education is needed.

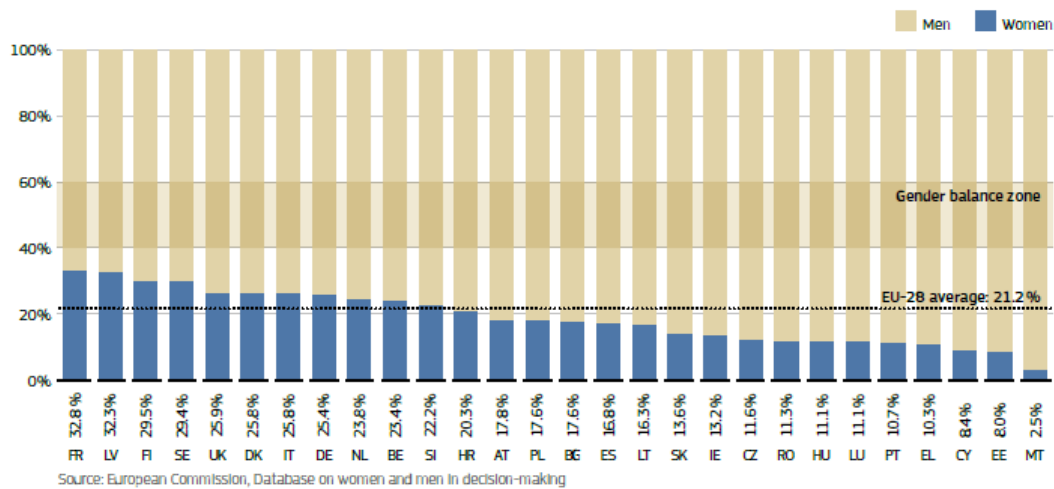
Vertical segregation is the “Unequal distribution of women and men in different job categories or levels, so that women are concentrated in jobs with less responsibilities” (Generalitat de Catalunya, 2008).

Two terms are used to graphically describe the vertical segregation in the labour market. The most well-known of them is “Glass ceiling”: invisible barrier or difficulty affecting the access of women to power, decision-making and higher levels of responsibility, due to bias regarding their professional capacities.

There is a 21% of women on the boards of the largest publicly listed companies in the EU. There are only eight countries (France, Latvia, Finland, Sweden, UK, Denmark, Italy and Germany) in which women account for at least a quarter of board members.



■ Representation of women and men on the boards of large listed companies in the EU, April 2015



The second concept associated to vertical segregation is “sticky floor”. It makes reference to the concentration of women in the lower occupation categories, jobs requiring fewer qualifications or those with worse salaries and most vulnerable conditions

Intersecting inequalities play a major role in maintaining women on sticky floors. An example is the fact that migrant women have difficulties to have their qualifications officially recognised in host countries and are systematically concentrated in specific segregated sectors, such as care work.

Feminist organisations working for the economic empowerment of IPV survivors face the challenge to promote occupational integration and training programmes that really contribute to individual women’s economic independence, but do not reinforce the gender inequalities that are at the root of IPV itself.

### 1.4. Job counselling in anti-violence centres

As the economic empowerment of survivors requires from social workers at shelters a little bit different skills and engagements of what they are used to and will make them leave their comfort zone. The role of a job counsellor provides a kind of support distinct from any other. A counsellor will focus solely on an individual’s situation with the kind of attention and commitment that the individual will rarely experience elsewhere. Consulting (coaching) supports general life situations, improving our performance and creating desirable results in case of job placement, special results in better competitiveness on the labor market. Therapy normally focuses on specific, significant problems, e.g. trauma, mental illness, etc<sup>2</sup>.

<sup>2</sup> Source: project " Bilan de Competences for Job Seekers: exchange of international experiences and application of new findings in the Czech Labour Office practice No CZ.1.04/5.1.01/77.00070 funded by ESF

A good job counsellor / coach should have the following competences:

Competence card	
Transfer skills and competences	<ul style="list-style-type: none"> <li>Analysis and problem solving</li> <li>Digital literacy</li> <li>Information literacy</li> <li>Communication (interviews)</li> <li>Writing</li> <li>Verbal expression, ability of expression</li> <li>People motivation</li> <li>Organizing and planning works</li> <li>Personal development</li> <li>Presentation skills</li> <li>Flexibility in thinking (adaptability, flexibility, improvisation skills)</li> <li>Independence</li> <li>Team work</li> <li>Creativity</li> <li>Negotiation skills</li> </ul>
Knowledge	<ul style="list-style-type: none"> <li>Gender awareness</li> <li>Career development of individuals in different stages of their life</li> <li>Methods and techniques of career guidance</li> <li>Basic of psychology of person, evolution, social and advisory psychology, working psychology, psycho – diagnostics, pedagogic and other human sciences</li> <li>Labour market trends, information on education possibilities and opportunities for professional realization</li> <li>Basic characteristics of occupations and its conditions</li> <li>Available specialized services related to personal problems and social situation</li> </ul>
Professional skills and competences	<ul style="list-style-type: none"> <li>Analysis of needs of the client and determination of the schedule of the consultation process</li> <li>Mapping of motivation, personal qualities and capabilities by means of tools of career assessment and self-assessment</li> <li>Support of the self-knowledge of the client, decision – making process and development of skills for control of educational and professional path</li> <li>Leading of individual and group consultation activities with pedagogical aspect</li> <li>Identification of possibilities for development and educational needs of the client</li> <li>Cooperation with key players in the area of education, employment and labour market</li> </ul>

### Quality Criteria and Standards for Job Counsellors

Expert knowledge, skills and experience of the counsellor	
Quality Criteria	Quality standard
Theoretical grounds	The counsellor knows the basic legislation related to the area of employment and education.
Professional development	The counsellor monitors news in his/her field, participates in professional events and further education, in accordance with the current development continuously innovates his/her professional competence.
Information background	The counsellor knows providers of other expert services to be contacted or recommended to clients if necessary.



	<p>The counsellor knows the overall situation and development of the labour market.</p> <p>The counsellor knows specifics of the labour market in regions or he/she is able to acquire sources of information on regional specialties of the labour market.</p> <p>He/she is able to acquire sources of information on regional specialties of the labour market.</p>
Ethic principles	<p>The counsellor can describe the basis of work with confidential and sensitive personal data, including the legislative framework.</p>

## Gender and entrepreneurship

The topic of female entrepreneurship has been largely neglected in general in society and in the social sciences. Women not only have lower participation rates in entrepreneurship than men but they also generally choose to start and manage firms in different industries than men tend to do. Such industries include, for example, education, primarily retail and other service industries, and are often perceived as being less important to economic development and growth than manufacturing and high-technology. Also, policies and programs tend to be “men streamed” and often do not take into account the specific needs of women entrepreneurs. As a consequence of this situation, equal opportunities between women and men from the perspective of the entrepreneurship are still not a reality.

These aspects also impact women’s access to finance: research across the EU demonstrates that gender roles hinder women to access financial resources on an equal basis (Directorate general for internal policies policy department, 2015). For instance:

- Women are less likely to ask for debt finance compared to men;
- Women are less likely to seek investment finance compared to men;
- Women tend to ask for lower levels of finance compared to men;
- Women lack confidence and skills required to apply for equity funding. Women rate themselves and their business abilities and level of innovation much lower compared to men, even for similar businesses. If women lack confidence in their own businesses, then it will be more difficult for them to convince a lender or investor;
- Women tend to set up businesses that are predominantly in sectors that are female-dominated. Such businesses are perceived by a range of players including financiers to have low growth potential and have low added value. For these reasons, equity investors are less attracted to them;
- Some evidence emerged that debt finance providers (bank loans and credit) are also deterred from lending to businesses that are perceived as having low growth potential, including businesses in sectors dominated by women.

## Social Entrepreneurship

When we start a discussion about the meaning of Social Entrepreneurship, often there are multiple theories, but the goal of Social Enterprise remains untouched: *to create positive impact on society.*



Social Enterprise [SE] in recent times have become an alternative to traditional enterprise and although the legal structure is still vague in many EU countries, more and more entrepreneurs-to-be see SE as an alternative to for profit business, while deciding about the career choices, especially among women. The European Commission has placed social economy at heart of its concerns in terms of the search for new solution to social problems in order to provide innovative responses to current economic, social challenges, in particularly; job creation and social inclusion (European Commission, 2011).

As mentioned above, the main driver of SE is to have a positive social impact and if profit is generated it will be used to support the company's societal missions. SE realizes its objectives by delivering services or products. In other words it provides innovative solutions to tackle societal challenges by using market strategies.

Setting up a SE, it is crucial to find a space in the legal spectrum in a relevant country. There are various models that apply to social economy in different countries, hence the legal consultation is necessary to have a clear view on legal aspects of SE. Furthermore, Social Enterprise is a hybrid between the charity and business: developing a set of skills, particularly business skills will be essential for leaders of SEs.

Social Enterprise in broad perspective could be an answer to many charities to become self-sufficient by creating own profit for their charitable activities. It could be as well the innovative idea for many Community Centres that directly support local communities to offer skills development to disadvantaged societal groups. In that context, Anti-Violence centres (AVC) could use that tool to become sustainable and at the same time help their clients to become "entrepreneurial" and develop set of life skills to become economically independent. Moreover, a SE proved to be an enormous potential as a vehicle of women's empowerment<sup>3</sup>.

Therefore, it is important to incorporate the concept of Social Entrepreneurship to the empowerment scheme in AVC by firstly familiarize the centres with the concept itself and secondly: make the necessary tools available to "awake" entrepreneurial mind-set among women.

Social Enterprise proved to be an excellent tool to awake "entrepreneurial attitude" among women. With the changing paradigm of business approach from masculine-dominated to gender balanced, where more and more women are the leaders of Social Enterprise, this is the outstanding opportunity for Women to become economically independent. Many data show that women are more likely to start social enterprise than a traditional enterprise.<sup>4</sup>

### What motivates women to start a social enterprise?

The biggest motivator is the social element. Women are demonstrated as described: "feeling a personal calling towards social issues" and making a concrete change in their

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<sup>3</sup> [www.socialplatform.org/news/european-womens-lobby-first-research-on-women-led-social-enterprise-in-europe-reveals-thriving-sector-untapped-potential/](http://www.socialplatform.org/news/european-womens-lobby-first-research-on-women-led-social-enterprise-in-europe-reveals-thriving-sector-untapped-potential/)

<sup>4</sup> WeStart: Mapping Women Social Entrepreneurship in Europe: Synthesis Report: Women's Lobby

community. Another important motivating factor is the opportunity to being innovative and create new product that will have a direct impact on their communities.

### What is there for women?

- Acquiring new skills (including manual skills).
- Learning leadership and management.
- Taking ownership of their responsibilities
- Becoming self confident.
- Helping other women through SE activities.
- Recognizing their hidden talents.

## Teaching ICT skills to IPV survivors: empowerment opportunities and safety measures

Information and communication technologies (ICTs) comprise of a complex set of goods, applications and services used to produce, distribute, process and transform information. They include industries as diverse as: telecommunications, television and radio broadcasting, computer hardware and software, computer services and electronic media (e.g. the Internet, electronic mail, electronic commerce and computer games).

Access to information and communication technologies (ICTs) is essential for economic growth, productivity, employment, sustainable economic and social development on a global scale. The power of the Internet grows stronger day after day. ICT sector is seen as a self-replicating and self-sustainable driver of welfare and development. ICTs do play an important role in disseminating a wide range of information and advice leading to knowledge and attitude change. In this line of thoughts nowadays it would be really hard for women to achieve economic independence and equality without having access to information and communication.

At the same time there is a great gender digital divide in this sector. Statistics are showing that women earn 57 percent of bachelor degrees, yet only make up 18 percent of computer science degrees. And while women make up 59 percent of overall labour force participants, the number of women in computer and mathematical jobs actually fell from 35 percent to 26 percent from 1990 to 2013. According to a 2015 report by CNET, companies such as Google, Facebook, Microsoft, and Twitter have less than 20 percent women in technical roles, with women making up only 10 percent of Twitter's technical staff. This reality might put the women in a situation where they miss the job opportunities of the future.

From a feminist perspective, ICT can be an effective tool for the empowerment of IPV survivors in at least two senses:

- Improving access to job opportunities through the development of skills to job search online, contributing to overcome the gender digital gap.
- Raising awareness about safety measures to search the Internet, as a key protection measure for IPV survivors, including protection from fake job offers that could lead to further experiences of GBV (e.g. trafficking).

The first step in this process is of course the identification of the needs and realities of those women. Having them in mind is vital to start this training on digital awareness and how to use the Internet safely.





## 1.5. Training methodologies: how to support IPV survivors to achieve their economic empowerment?

The WE GO project proposes three methodological approaches to support IPV survivors in the process of economic empowerment, based on partners' experiences in their organisations:

1. Liberal adult education from the Northern Europe school (Folkuniversitetet centres in Sweden);
2. Reflect-action, a participatory methodology developed in development programmes in the South (developed by Action Aid);
3. Feminist empowerment paths based on competence development as developed by feminist organisations in Europe and the anti-violence centres in Italy.

### Liberal adult education as an approach to adult learning

The approach to liberal adult education in Northern Europe (Folkbildning) has a long history from the 19th century. It is still relevant and has evolved to meet new needs in society through its ability to embrace new and unconventional methods. The Northern Europe approach shares many elements with other schools of popular education in the South. As a peer group methodology, it also shows similarities with informal women's self-awareness/empowerment groups developed by the feminist movement from the 1970s on.

Adult liberal education contributes to the empowerment of IPV survivors and also expands their economic opportunities. It can improve employability and income, especially for sensitive groups, such as survivors of IPV. It has an important role in maintaining, re-skilling and upgrading the skills of those with the greatest need for support. At the same time, one of the goals of adult education is to make it possible for people to influence their own lives<sup>5</sup>.

Thus, adult education plays a crucial role for the survivors of IPV not just in terms of employment but also the skills and knowledge acquired have multiple benefits, including enhancement of social inclusion and women's empowerment.

Since adult education often implies general knowledge of politics, religion, culture and society, the educational providers closely cooperate with different social agents, such as social movements and associations, NGOs, as well as AVCs, in order to cover these essential spheres.

The reason for the effectiveness of adult education lies in the individual approach to the target group. The core postulate of this approach is that the individual needs should be at the center of the training. In fact, adult education tries to as much as possible adapt the courses to the participants' abilities and needs. This means that students have great influence over what and how they learn.

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<sup>5</sup> Folkuniversitetet Uppsala has been working with labour market integration of women for many years. Our experience shows that liberal adult education is the most suitable and, the same time, most effective framework for that.



The major adult education method that can be effectively applied in one of such organisations (AVC in particular) is case management. Each AVC operator, working directly with women, is allocated several trainees. Each of the women is regarded as a separate case, with her own needs and capacities that have to be taken into account. Thus, an AVC operator has to elaborate an individual development plan for each woman. The AVC itself has overall case management strategy that would describe the processes and routines of working with such multiple cases.

One of the basic ideas of liberal adult education as practised by the Folkuniversitetet in Sweden is that participants learn from each other, the working methods are democratic and engaging, and that learning is active. Participants seek and build their own knowledge through dialogue, interaction and reflection together with others. The trainer here is not a pedagogue, but rather a leader or mentor who can support participants' learning. Therefore, the format of adult education is empowering in its nature.

One of the most relevant tools of liberal adult education is "study circles". "Study circles" provide opportunities to discover how different people think and feel about a topic and why they hold certain opinions, to investigate the use, effectiveness and usefulness of particular social services, to identify personal problems and get suggestions on solutions, to deepen understanding within certain social issues. Consequently, both of these tools can be used to create a safe space for women to share their experience, talk about their hidden abilities, understand that many women can go through their similar experience, get inspiration and learn from other women. These formats also suit discussing the limits and potential of the labour market, as well as understanding what key services are available at the local level and how these services can be obtained.

**Study circles** form a development and education tool with a very low threshold for participation. Study circles are formed based on the interests of each of the participants. They consist of small groups (up to 10) of participants that meet each other regularly. The study circle tool is based on two components: 1) one common topic of interest for all participants, 2) participants learn through active talking, sharing and listening instead of traditional classes or lecturer.

*Most important characteristics of study circles:*

- The participation in study circles is voluntary; no one can be forced to take part.
- They are small group studies with normally 5-10 participants; the size allows every single participant to be an active participant.
- In most study circles participants meet once a week for two to three hours and continue to do so during two or three months
- The participants are equal, with the leader of the circle being as one of the group (that is the reason this is called a "study circle" because all are supposed to sit in a circle where each participant can see the other participants).
- The individual participants' own knowledge, experience and ideas are of utmost importance for the end result. You always try to apply what you read and to discuss with the participants your everyday situation.
- The participants together decide the goal for the studies, the content of the studies, which books to read, how to cooperate in the group etc. and the whole group is responsible for the outcome of the studies. No one outside the study circle is allowed to decide over the participants.
- The organisation of the study circles is flexible in order to meet the needs of the participants. The majority of the study circles take place in the evenings, when most people can join. But there are also quite a lot of study circles during daytime, mainly for unemployed or senior citizens.

- No grades or examinations are given in study circles, but for many participants the study circle becomes the first step on their way to further formal education.

With participants with special needs, such as IPV survivors, the methodology of study circles may be adapted to include careful guidance by a facilitator trained on gender-based violence (see section 1.4 for quality criteria).

## Reflect-action

### About Reflection-Action (R-A)

Reflection-Action<sup>6</sup> is a participatory methodology used by ActionAid all over the world. It uses a range of participatory tools to help create an open, democratic environment in which everyone is able to contribute. Participants work together to analyse their situation, identify rights violations and bring about change. Where appropriate, Reflection-Action can also be used to support literacy, numeracy and language learning.

Reflection-Action is the foundation for building people's agency, starting with their own conscientisation. Participants follow a cycle of reflection and action, which involves:

- Understanding the context
- Identifying and prioritising an issue
- Planning and action
- Participatory monitoring and evaluation.

At each stage, a variety of participatory tools are used to support analysis and planning.

Reflection-Action is an innovative approach to adult learning and social change. It was inspired by Robert Chambers' ground-breaking work on participatory methods which started with the development of Rapid Rural Appraisal (RRA) and then Participatory Rural Appraisal (PRA). The original aim of both RRA and PRA was to use visualisations and other participatory tools in order to enable excluded people with often low levels of literacy to articulate their knowledge and contribute to discussions about development.

The work of the Brazilian educator Paulo Freire (1921-1997) was also influential in the development of Reflection-Action. The central premise of Freire's theory is that no education is neutral – it can be used for domestication or liberation. Freire criticised what he called “banking education” in which students learnt by rote and were seen as empty vessels to be filled with learning. He called for a liberating education based on dialogue between teachers and learners. One challenge Freire saw was shifting people from a passive or fatalistic view of the world, where they believe change is not possible, towards a more active view. The term conscientisation, coined by Freire, is the process of enabling people to perceive the social, political and economic contradictions of their lives and to take action against them. It is a process involving reflection and action that enables people to perceive the reality of oppression as a situation which they have can transform.

The R-A methodology was developed in the 1990s through pilot projects in Bangladesh, Uganda and El Salvador and is now used by over 500 organisations in over 70 countries worldwide.

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<sup>6</sup> The information included in this chapter are taken and adapted from the websites: [www.networkedtoolbox.com](http://www.networkedtoolbox.com) and [www.reflect-action.org](http://www.reflect-action.org)

## Key principles

Reflect is based on a series of core principles, derived both from the theoretical foundations of Freire and Participatory Rural Appraisal and through practical experience.

### ***... power and voice***

Reflection-Action is a process that aims to strengthen people's capacity to communicate by whatever means are most relevant to them. Although part of the process may be about learning new communication skills, the focus is on using these in a meaningful way. It is through focusing on the practical use that real learning takes place.

### ***... a political process***

Reflection-Action is premised on the recognition that achieving social change and greater social justice is a fundamentally political process. It is not a neutral approach. It seeks to help people in the struggle to assert their rights, challenge injustice and change their position in society. As such it requires us to explicitly align ourselves with the poorest and most marginalised. It involves working with people rather than for them.

### ***... a democratic space***

It involves creating a democratic space – one in which everyone's voice is given equal weight. This needs to be actively constructed, as it does not naturally exist. As such it is counter-cultural – challenging the power relationships and stratification that have created inequality. It is never easy and may never be perfectly achieved, but it should be a constant focus.

### ***... an intensive and extensive process***

Groups usually meet for about two years, and sometimes continue indefinitely. Often they meet three times a week – sometimes up to six times a week and rarely less than once a week. Each meeting may take about two hours. This intensity of contact on an ongoing basis is one of the fundamental ingredients for a process that seeks to achieve serious social or political change.

### ***... grounded in existing knowledge***

Reflection-Action begins with respecting and valuing people's existing knowledge and experiences. However this does not mean accepting opinions or prejudices without challenge. What's more, there will always be a part of the process in which participants are enabled to access new information and ideas from new sources. The key is to give people control.

### ***... linking reflection and action***

It involves a continual cycle of reflection and action. It is not about reflection or learning for the sake of it, but rather reflection for the purpose of change. Neither is it about action isolated from reflection, as pure activism rapidly loses direction. It is the fusion of these elements, and it can start with either.

### ***... using participatory tools***



A wide range of participatory tools is used within a Reflection-Action process to help create an open, democratic environment in which everyone is able to contribute. Visualisation approaches are of particular importance (calendars, diagrams, maps, etc...) and can provide a structure for the process. However, many other participatory methods and processes are also used, including theatre, role-play, song, dance, video or photography.

### ***... power awareness***

All participatory tools can be distorted, manipulated or used in exploitative ways if they are not linked to an awareness of power relationships. Reflection-Action is a political process in which the multiple dimensions of power and stratification are always the focus of reflection, and actions are oriented towards changing inequitable power relationships whatever their basis. A structural analysis is needed to ensure that issues are not dealt with at a superficial level. Only through such analysis can effective strategic actions be determined.

### ***... coherence and self-organisation***

Reflection-action needs to be used systematically. The same principles and processes that apply to the participants also apply to us, within our own institutions and even our personal lives. It is important that the facilitator engage in the process alongside the participants, subjecting her/his behaviour, experiences and opinions to the same analysis, rather than standing outside as teacher and judge. Ideally, the focus of the process should be towards self-organisation, so that groups are self-managed where possible rather than being facilitated by, or dependent on, outsiders.

### **How does it work?**

In ActionAid programmes, Reflection-Action circles are set up involving groups of people. In ActionAid's programmes they involve the most marginalised people in the community and separate circles may be set up for different groups, for example, women, children, small-scale farmers, or members of the Dalit community. Circles sometimes focus on a specific issue, such as land rights or education.

Supported by a skilled local facilitator, the circle members use a variety of participatory tools to analyse their situation, identifying rights violations and working together to bring about change. The group or facilitator will decide which tool is appropriate at any given time - and will adapt it accordingly. The tools provide initial structure to a Reflect process, to encourage discussion and so that people can develop their own learning materials, basing their analysis on the systematisation of their own knowledge. This respect for people's own knowledge and experience is a powerful foundation for the Reflect approach to learning - one which builds on what people know rather than focusing on what they do not know. The idea is to use participatory methodologies to ensure that people's voices are heard equally, within a structured learning process and to analyse power dynamics.

### **Risks in using participatory methodologies**

Tools must be seen as a catalyst rather than a substitute for debate and the tools should never become an end in themselves. No tool or method is a substitute for good

questions, and every tool can be undermined with bad questions. Indeed, all participatory tools can be distorted, manipulated or used in exploitative ways if used without sensitivity to power relationships. Open-ended questions can stimulate critical thinking and dialogue. It is important to listen carefully and to dig deeper, beyond the obvious responses, asking why and why and why again to find the root causes of problems. It will also be necessary to ask questions that may be uncomfortable, which explore power relations whether based on gender, class, caste, race, physical or intellectual ability, hierarchy, status, language or appearance. Good questions are timely and appropriate and get under the surface and explore structural issues.

### Profile of facilitator

A skilled facilitator is essential to the process

- From the local community
- Accepted by circle members
- Appropriate level of education
- Willing to learn
- Power and gender aware
- Prepared to give time and energy
- Feels valued and supported.

Some key characteristics facilitators should have:

- Strong interpersonal communication skills.
- Ability to work in a team environment.
- Good communicator – active communication skills.
- Ability to solve conflicts.
- Ability to learn quickly and manage change.
- Be in possession of basic community/group facilitation skills.
- Knowledge and/or awareness of the principles of adult learning would be an advantage.
- Must be available for training.

### Women's rights

Key to Reflection-Action is the analysis of gender and power relationships. Gender refers to the social relations between men and women, boys and girls. However gender cannot be discussed in isolation - gender relations are context specific. A gender analysis looks at how gender interacts with other types of oppression such as class, race, caste, age, religion and sexual orientation. Gender relations differ according to the specific cultural, economic, political and social context. While no power analysis is complete without looking at gender, no gender analysis is complete without examining how gender interacts with other dimensions of power.

Why is gender so important? Analysing power imbalances and empowering marginalised people is central to Reflection-Action. Exploring gender inequalities is an essential aspect when looking at power. Gender relations and gender oppression were often side-lined in early Reflect projects and in other popular education programmes.



Crucial questions about: power; access to, and control of resources; gender-based violence; and the sexual division of labour were overlooked. However, individual transformation is as important collective transformation, and this is particularly true when looking at gender.

The Reflection-Action facilitators, along with the staff of the funding or implementing agency, need to understand and internalise the implications of a gender analysis.

## Empowerment paths: a feminist competence-based approach

Methodologically, the empowerment approach described in section 1 of this toolkit translates as a **process** through which women:

- become aware of their right to have rights: identify situations of discrimination and subordination and the causes that generate them.
- recognize and value their interests and their own authority, acquiring self-confidence, subjective security and the legitimacy to be what they are.
- reinforce their capacities and initiate processes of change towards the acquisition of power at the individual level as well as a collective level.

Women's empowerment should be seen as a way in which women realize their place among others, their rights and the need to transform their situation and establish equality in human relationships, developing gender awareness. It is a long process, not necessary easy and often predisposes support from outside in order to build the ability of a woman to think like a free person and take independent decisions, for converting unequal relations of both parties in certain respect.

Empowerment also implies raising awareness of the right to have rights, and gaining confidence to achieve one's own goals. Through the process of empowerment they begin to make decisions and take control over their bodies. They understand that the main reason for practicing any kind of violence is the need to express power and control over the other person.

The moment at which women understand the essence of the concept of empowerment, they can take the decision to get out of the violent relationship, including by proceeding to economic independence.

Empowerment is not conceived as a final objective, but as a multidimensional transformational **process**, starting from the survivor himself and based on mechanisms of decision-making, autonomy and participation that are non-transferable.

In coherence with this process approach, which has an empowering effect, feminist organisations usually implement their methodologies in a flexible manner: it is a framework proposal that can be adapted to the different contexts and diversity of participants.

This approach relies on **competence-based models** allowing for the identification and recovery of own skills. Competency-based methodologies have proved to be very effective for empowering women. A competence approach allows the recognition of skills without social value, acquired in formal and informal contexts, such as those associated with feminized tasks (care of dependent persons, household chores), and then transfer these competencies to employment contexts and promote their development.





Although there are many classifications of competences, one key concept is that of emotional competences<sup>7</sup>, as acquired skills which can be upgraded at any time of life. They are a set of real or potential skills that allow you to cope better with the demands and challenges of everyday situations and the complexity of the world. Emotional competence is a broad term because there are both private and public side. Personal competencies are related to the way we control ourselves and thus we realize and control our feelings, strengths and weaknesses. Social competences are related to the way we enter and maintain the relationships with the others and the way we feel and understand emotions and needs of others.

**Key emotional competencies for life:**

1. Self-awareness: Awareness of own strengths and limitations, values, emotional opportunities, potential and future plans and ability to talk about them.
2. Self-confidence: Identification of personal skills and abilities and assessment of their advantage in different life situations
3. Autonomy in action: Independent and responsible decision-making and action in accordance with discretion while respecting the general rules.
4. Perseverance and resilience: Ability that allows to develop in a positive direction and to manage the transition process (at personal, work and social level), although the situation of serious stress or particularly difficult or adverse living conditions that increase significantly the risk of failure. Thus, one can develop strategies to actively adapt herself and more over - to change the strategies.
5. Control of emotions: Recognize, interpret and manage emotions, both own and others ones.
6. Negotiation and Conflict Resolution: Respect for different interests in a constructive and respectful manner
7. Communication: Understanding, expression and interpretation of verbal, nonverbal and written messages, mobilizing the necessary skills, attitudes and knowledge to implement adequate interaction in accordance with the needs of the person and the requirements of the situation.
8. Critical thinking: This is the ability to think clearly, rationally and independently. Critical thinker is able to understand what the consequences will be relying on her knowledge and is aware how to use the information to solve the problems
9. Teamwork and Collaboration: Ability to integrate and participate fully in a group, working for achieving a common goal.
10. Ability to plan: Ability to imagine the relatively near future; to identify woman's interests and to plan a strategy to achieve them.

Some key aspects of this competence recognition process are:

- Individual exploration of one's past and the present, to work on expectations, motivations, values and beliefs, roles and patterns.
- Exploration of the environment, identifying the key elements of the context, obstacles and opportunities, analysing and proposing objectives of change.

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<sup>7</sup> Goleman, 1999

- Retrieval of resources, identifying skills and personal competences acquired across life and professional experiences, to value them and build a realistic and positive image of oneself.
- Projecting the future, defining one's own vital and professional project as a strategy of projection, experimentation and decision making based on the skills and competences recovered and acquired in the process.

This closes a cycle which is dynamic and circular and facilitates the building of skills and competences, in a process in which women become active agents of their future.

Through the different activities and contents that are addressed in each of the "moments", several transversal objectives are sought, which are consubstantial to empowerment:

- Promote the awareness of gender discrimination, identifying the structural, social and cultural causes that generate it.
- Boost self-confidence ("self-power").
- Strengthen position as protagonists of the processes they wish to implement.
- Identify and retrieve personal capacities and resources and developing basic resilience skills, based on the recognition of the personal learning that each contributes to its process.
- Define a vital and / or professional project by putting into play the personal resources that facilitate the initiation and sustain of a process in which vital changes are involved.
- Mobilize to identify your interests and transform relationships as much as possible to the personal relationships as collective and social that limit and perpetuate discrimination ("power to").

### **The role of the facilitator**

Women's empowerment cannot be granted by others. The role of the facilitator is to facilitate the process of empowerment allowing the woman to actively participate in it. In most feminist organisations using this approach to empower IPV survivors (such as the anti-violence centres in Italy), the facilitator is also a woman. This helps to create/build a confidence atmosphere [an environment of trust amongst the women and the facilitator] and contributes to the collective empowerment of women from a feminist perspective, identifying structural barriers to gender equality and devising common strategies to overcome them.

The task of the facilitator is to help women to discover the knowledge they have, to encourage them to learn more and to explore and increase their potential. The professional creates a favourable environment for learning, experimenting, exploring and growing. This is a process of sharing, of giving and taking; not just about one person who is an "expert" in building the knowledge and skills of others. Both participants and the trainers should develop themselves through shared experience.

In facilitation, just like in the empowerment approach, the process is more important than the final achievement.

The implementation of this methodological proposal implies the use of tools that facilitate the participative and vivid construction of the process, centered on the IPV survivor, in their own objectives and interests, putting the emphasis on the experiential exploration, integrating the emotional field and experimentation.





From this perspective, the **group** dimension has a key value, as a constructive space of very positive and vital experiences that promote mutual support at the same time as the recognition of diversity.

The gender perspective also means supporting the processes of personal change involved, generally, in the process of labor insertion of each woman, insofar as for many, changing their work or professional situation involves changes in other areas of life. Often, the decision to initiate a process of returning to the workplace, after distancing time, implies changing - directly or indirectly - the role in the family sphere. Considering these processes, recognizing all the value and meaning they have for women, is a fundamental component of facilitators' support.

This reality is what orientates the look in the design of methodological proposals that facilitate the evaluation of the experiences and specific learning of women; question socially imposed gender roles / models and evaluates the activity of women in the home and care as social and economically relevant and necessary work.

## 1.6. The organizational level: the importance of building networks

One of the main barriers that women's organisations, shelters and anti-violence centres encounter is their isolation. Working for the empowerment of IPV survivors requires a collective effort that anti-violence centres cannot undertake alone.

First, a holistic approach to supporting IPV survivors means establishing coordination mechanisms with other stakeholders in the area for mutual referrals and provision of complementary services, optimising human and financial resources. In the annexes followed below on case studies an example is provided on how to set up networks in order to develop inter-agency work with local stakeholders.

Secondly, anti-violence centres and NGOs often face the limitation of scarce resources which compromise their stability. The following section describes suggested strategies to improve advocacy and achieve sustainable funding and support.

### Lobbying and advocacy for anti-violence centres

When facing the issue of supporting women to exit IPV through their economic empowerment many challenges need to be faced that require a broad set of skills that anti-violence centres operators might not have. Collaborations with other entities - both public and private - are therefore necessary to maximise the impact of their actions.

Building networks entails as a prior step a complete mapping of needs and a mapping of the relevant stakeholders with the specific skills that respond to our needs.

#### ***Step 1: Mapping of needs***

The mapping of needs is to be built starting from our own experience in supporting survivors of IPV in finding economic alternatives. We should therefore list all the needs and identify those that require external support. A second step should include a mapping of experiences of other anti-violence centres in order to identify actions and strategies we are not implementing but that can help strengthen our interventions.

#### ***Step 2: Analysis of needs***

The identification of needs should be followed by an in-depth analysis of those needs. This is important in order to set our priorities and plan long-term actions that can help better responding to those needs in a structural way. For example, childcare is an issue that can entail different kind of actions: a collaboration with a charity can be a short-

term solution responding to our immediate needs of providing women with childcare services at low-cost or for free. In case there's no service provider that satisfies our needs in the area, we might need to fundraise in order to ensure we are able to respond to the childcare needs of the women we are supporting. In the case of absence of dedicated childcare services in our geographical area can also entail a lobby action targeting the local government with the aim of ensuring in the long-term more services. Therefore we can respond to one need in different ways depending on our current capacity and possibility to provide a short-term solution or a more structural, long-term solution.

### ***Step 3: Mapping of stakeholders***

Once we have identified and analysed the needs that require collaborations with other entities, we should map the available private and public organisations available in our areas able to respond to those needs. All public and private entities (local government offices, NGOs, companies that are sensitive to women's rights issues, etc.) should be included in our mapping. Once the mapping is finished we should ask ourselves which criteria we want to adopt when selecting our stakeholders. In an ideal world, those criteria should perfectly match our values and approach (for instance we could select companies with a corporate social responsibility policy in place, feminist NGOs, etc.). In practice, often our context don't offer a broad range of entities that can satisfy our criteria - matching our values and approach and being able to provide services at affordable costs or for free. We should therefore pragmatically define our strategies in order to ensure coherence between our values and what is feasible in our context. Don't forget that in case the selection doesn't satisfy our wills, a long-term strategy including advocacy and network building at national/international can be envisaged. A short-term solution can in fact help us responding to the immediate needs of the women we are supporting, which should be our priority, no matter the context we live in.

### **Categories of needs and general tips for effective network building**

When it comes to building network our needs can be grouped in three main categories: support services, advocacy and fundraising.

#### ***Support services***

with corporates: for fundraising and in-kind support

with each other (women's centres): for peer support and learning

#### ***Fundraising:***

Companies and corporates are more and more interested in demonstrating they have a social impact or they partner organisation for a social cause. Moreover, institutional fundings sometimes can privilege partnership between different stakeholders (i.e. a company with an NGO). Companies can therefore represent good opportunities to respond to your fundraising needs or to provide services you don't foresee.

EU funding are also another valuable source of funding. If you don't have the capacity internally to apply for call for proposal, partner with entities that have this capacity. This will also help you develop the internal capacity to fundraise. Suggest project proposals or topics you believe can be successful. Study the current EU policies and political priorities on the issue of GBV and try to match your needs with EU topics of interest. Also, try to partner with organisations with complementary capacities and skills.

#### ***Advocacy:***

This category of needs consists in sensitisation and lobby activities targeting governments and public institutions for policy and legislative change. It is important to **map all relevant institutions and make a list of all political figures that can influence relevant processes** (i.e: defining the budget for anti-violence centres, approval of laws/action plans, etc.). Moreover, it is important to **map all relevant political processes** taking place in the year / next couple of years, so that you can plan effective actions to influence them bot individually and in partnership with other organisations / anti-violence centre.

In order to run effective lobby actions, you always need to remember some key elements: usually politician/institutional figures don't have (or don't want to have) much time to dedicate to you. Usually anti-violence centres themselves don't have much time to dedicate to advocacy. So when you plan a lobby action you may want to use your time in an efficient way.

- **Women politicians might be more sensitive than men politicians to gender injustices.** This is not a rule nor a gender stereotype. The fact that women face discriminations many times in their lifetime because they are women might lead to women politicians being more willing to engage in actions aiming at advancing women's rights. Moreover, as anti-violence centres you may prefer promoting women politicians as women's rights champions. In any case, invest your time in talking with the most sensitive and most influential person you can reach.
- **If a policy proposal is backed by different political parties it has much more possibilities to pass/be approved.** Therefore you shouldn't forget to sensitise different parties, even those you dislike or you don't agree with their values and principles. It has been evident that we women create cross party coalitions and collaborate in order to promote women's rights and/ or other issues. As an alternative, you can select the most sensitive parties on women's rights and ask them to collaborate with other representatives from different parties to partner with them on the same requests.
- **Invest time in creating and systematising knowledge:** as anti-violence centres with long experience and expertise in your areas you are a key actor for influencing policies and bring change in institutional practice and policies affecting the lives of women survivors of IPV, especially at local and regional level. Remember that you have specific knowledge and practical experience that institutions don't have and they need to inform policies and laws. This knowledge and experience needs to be valued, and only you can value it properly. In itself, this knowledge doesn't bring change.
- **Bring numbers and analysis:** you have to show and clearly demonstrate the need for change in policy and laws. More than often change needs investment and in austerity times you need to be convincing, more than before. If you don't have internal capacity to invest time and human resources in this activity, partner with entities able to support you in this process (expert volunteers, NGOs, research centres willing to study specific topics relating to gender-based violence, etc.)
- **Make reference to international Conventions and commitments:** it can be a powerful tool to remind institutions of the commitments they took at international level and the actions they are supposed to ensure/implement as duty-bearer (for instance the obligations following the ratification of an international convention, reaching minimum standards agreed at international level, etc.).
- **Ask them to come and visit your offices or establishment:** show them the problem, tell them a significant story of your work, and make them live the problem you're living. Don't forget politicians are targeted by many lobbyists, and some of them are more convincing and stronger than you.

- **Monitor and evaluate your actions:** write a report at the end of each year stating what you were able to achieve, what you were not able to achieve and what is needed at institutional level to improve your performance.
- **Communicate effectively:** partner with good and sensitive communicators are able to disseminate this knowledge and make it understandable also to non-technical/professional figures: don't take for granted that what is clear to you is clear for everybody. Your expertise, as anybody else's, is great but still limited. Remember also that if you are able to explain your knowledge and political requests in a clear and simple way you are more able to gain the favour of public opinion. And public opinion on your side is a powerful political tool.
- **Disseminate your policy requests broadly to policy-makers:** if you don't have much time for lobbying meeting, at least write lobby letters / emails for widely disseminate your political request. The higher the number, the higher the possibility to get in contact with sensitive persons. You never know this might bring more useful contacts and in the long term you could be more influential. These are some tips for effective lobby letters:
- **Never write a letter longer than one page.** Longer than that is useless. Be brave! Select 2 or 3 priority messages maximum you think are most important in that moment. You can always attach a report, article, or other documents for further information.
- **Structure the letter clearly:** a first paragraph to present yourselves and explain why you're writing the letter. A central paragraph explaining the issues you want to highlight (add a couple of meaningful data: they're effective in communicating an issue). A last paragraph suggesting an action for that person in that specific position: how can she/he bring change, contribute to solving the problem you're presenting? Close with a request for a meeting or saying you're at disposal for further information. Never go away from a lobby meeting and never close a lobby letter with a hint for a follow-up. Even those you're writing to disseminate your annual report.
- **Recall:** especially if your request is related to an urgent/upcoming political process and need to mobilise them, the day after call as many of your targets as possible to ask confirmation they have received your letter and asking for a reply to your meeting request. Sometimes this is the only way you can be sure they will read your email/letter.
- **Update your targets regularly:** you have to become a reference point on the issue for your target. Every time you publish a report or an article, or you get interviewed by a newspaper, disseminate them to your political targets. If you organise a public event invite them
- **Search for alliances outside the institutional arena:** lobby letter with more than one logo are usually more effective. If your request is shared by different organisations it's more credible. In that sense alliances with other AVC in your area could be an effective strategies.
- **Campaign:** partner with organisation that can help you build campaigns. The more your request and your target is visible the better chances you have to be successful.

## 1.5. Gender-sensitive support measures to the economic empowerment of IPV survivors

### Childcare: best practices

Among the several challenges social operators from anti-violence centres have to face when providing integrated support to women survivors of IPV is the necessity to face their childcare needs in order to allow women to actively engage in building their own economic independence.

This is particularly relevant in contexts where public childcare facilities are missing or inadequate in number, and/or costs are so high that it is difficult for most of the women to access those services. Even though in 2002 common objectives for all EU Member State were set on the provision of formal childcare (namely to provide childcare to at least 33% of under-threes at least 90% of children between 3 years old and the mandatory school age), challenges persist especially in the provision of services for children under 3 years of age. The table below shows the percentage of children attending childcare services in the EU Member State involved in the WE GO! project. Spain is the only country that has achieved the EU targets for both age groups. Italy has only reached the target for age group 3-5. Bulgaria and Greece are far below the EU target for both age groups.

#### Formal childcare arrangements (% of age group), 2014

	Between 3 years and compulsory school age	Less than 3 years
Bulgaria	71%	11%
Greece	68%	13%
Spain	96%	37%
Italy	91%	23%
EU average	83%	28%

Source: Elaboration on EUROSTAT data available at: <http://ec.europa.eu/eurostat/en/web/products-datasets/-/TPS00185>

It is recognised that childcare services can help improve women's access to job opportunities. For social and cultural reasons, unpaid care work is in fact done mainly by women, with consequences on their possibility to choose their professional path. This broader picture of gender injustices needs to be taken into account when planning activities to foster the economic independence of women survivors of IPV as they are probably going to impact the results we want to achieve.

It is therefore important - especially for anti-violence centre who don't provide childcare services for the women they support - because of lack of funding, appropriate space, or else - to build mitigation strategies in this field through the collaboration with partners (i.e.: NGOs providing those services, companies willing to support the anti-violence centres' activities, etc.) or local institutions.





Moreover, the lack of childcare services in the local area should be a point to be discussed during advocacy meetings with local/national institutions in order to raise the attention on how the economic independence of women - also for those willing to exit intimate partner violence - can be hindered by the absence of adequate services.

### ***Good practice: Women Centre of Karditsa, childcare services***

In addition to the support of the Employment Department, women victims of domestic violence can also benefit of the Children's Corner for Creative Activities and the nursery which host children of already working women, of women who wish to enter the work arena, and of women who attend training programs.

#### **1. Children's creative occupation centre**

This structure has been in operation since 1993, being at first the children's alternative creative evening occupation and today covers the needs of care of the children of the women who work in the afternoon, or are beneficiaries of other categories of WCK. It hosts about 25 preschool aged children every year from 2,5 to 5 years old, eight hours a day, from 13.00 to 21.00 daily.

This structure is getting funds to operate from 3 different parties:

- 1) From the budget of WCK, this covers the biggest amount of the operational costs
- 2) Regional Authorities, through the implementation of a project, which covers the stay of 7 children
- 3) Parents, the cases not belonging to vulnerable groups, such as women victims of violence. These women have always priority to be accepted as beneficiaries for their children and pay nothing.

The workers are 4 women, 3 of them, the educational staff full time, 1 the cleaner 5 hours/day

Annual operational cost: 70.000 € (estimated)

#### **2. Day Nursery / Creche**

This department has been in operation in the Municipality of Karditsa since September 2002. It hosts 20 children from 2 months to 2.5 years old and it is the first and the only one under the auspices of the Municipality in the city of Karditsa, from 6.30 -14.30 every working day. This structure is getting funds to operate from the Region Authority, through the implementation of a project.

Parents do not pay any contribution. Mothers, victims of violence have always priority to be accepted as beneficiaries for their children and pay nothing.

The workers are 4 women, 3 of them, the nursery nurses, full time, 1 the cleaner 5 hours/day - Annual operational cost: 60.000 € (estimated)

## Housing best practices

Housing is one key element in promoting the economic independence of women survivors of IPV. Especially as first emergency response, housing can in fact provide a safe space for women willing to exit violent partners. As not all anti-violence centres have a shelter, they often come through the problem of providing a safe housing for the women they're supporting. In this case it is essential to partner with other organisation and stakeholder and in the long-term lobby institutions for providing temporary and affordable houses for women survivor of IPV. The cases presented here below are examples of social housing that can be inspiration for anti-violence centres facing this problem.

### Transitional accommodation – Municipality of Bologna

Intended users	<p>People in conditions of social exclusion:</p> <ul style="list-style-type: none"> <li>· Adults leaving prison or on temporary leave;</li> <li>· Adults in disadvantageous social conditions;</li> <li>· Single women with minor child;</li> <li>· People just 18 or young people leaving assistance structures.</li> </ul>
Brief description of project	<p>The “Don Paolo Serra Zanetti” Institute for Social Inclusion set up by the Municipality of Bologna with the inheritance left to it by Don Paolo Serra Zanetti, provides 9 dwellings for adults in conditions of exclusion. 2 are granted by the Poveri Vergognosi ASP, 7 are property of the Municipality of Bologna.</p> <p>Associations for social promotion and voluntary associations – singly or jointly, regularly registered for at least six months in the list of Free Associations of the Municipality of Bologna under the Social-Welfare thematic Section – respond to a public call for tenders by presenting proposals for projects/initiatives intended for persons in conditions of social exclusion.</p> <p>The project foresees assignment of:</p> <ul style="list-style-type: none"> <li>· 2 apartments to Associations presenting projects aimed at people with unforeseen need of short-term accommodation, up to six months (for example, citizens discharged from hospital or on temporary leave from prison who are unable to return to their own homes);</li> <li>· 7 apartments to Associations presenting projects aimed at people in need of a place of residence for longer-term social inclusion projects (18-24 months).</li> </ul> <p>Each Association may get the assignment of a maximum of three apartments, even of different typologies (short- and long-term stay).</p> <p>The Associations must</p> <ul style="list-style-type: none"> <li>· take part in a workgroup coordinated by the Institution;</li> </ul>



	<ul style="list-style-type: none"> <li>· undertake activities of reception and accompaniment in the individual programmes aimed at users' labour and social integration;</li> <li>· submit quarterly reports on the progress of the project (for assessment by the Institute for Social Inclusion, the Poveri Vergognosi ASP and Social Services representatives).</li> </ul>
<p>Description of the service</p>	<p>The project is currently being realized. As of now, the associations have been selected which will be granted free of charge the apartments within which they will set up personalized programmes aimed at guiding users towards full social, labour and housing integration. The associations will sign an agreement making the short-term-stay apartments available to them for 2 years and the longer-term-stay apartments for 4 years.</p> <p>The apartments are 9 in all: 6 have already been handed over and 3 will be handed over during August 2009, in order to allow the Associations to furnish them and register service bills in their names (electricity, water and gas costs are borne by the Associations). Programmes will begin in the apartments during September. The Associations will identify beneficiaries of the programmes for insertion in the apartments.</p> <p>The Associations will in their turn sign contracts with beneficiaries of the programmes in which they undertake to contribute to the costs of the apartments, respect the rules and complete their personalized programmes.</p>
<p>Activities</p>	<p>The Associations selected already have long experience in this field and they all have other apartments to utilize for first reception programmes. The persons who will use transitional accommodation are, therefore, persons who have already begun a programme with the associations and who will benefit from a second, pre-autonomous, reception programme. This is a positive factor which will contribute to successful cohabitation (each apartment may house 2-3 persons) since the beneficiaries will have already shared a common programme in the first reception apartments. Stays are temporary and must allow a certain turnover. Chosen projects foresee all-round social integration programmes, with various stages according to users' needs and aimed at achievement of full autonomy for the person: from help in bureaucratic procedures and requests for documents to professional training and labour insertion programmes as well as support in the search for more permanent accommodation solutions. At the end of the programme, therefore, the person will be able to leave the place for a new user.</p>
<p>Results</p>	<p>Agreements have been made with the following selected</p>





	<p>associations:</p> <ul style="list-style-type: none"> <li>· “AVOC” will set up individual projects in the 2 short-term-stay apartments for adults leaving prison:</li> <li>· “Villaggio del fanciullo” will set up individual projects in 2 longer-term-stay apartments for Persons reaching the age of majority and other young persons leaving assistance structures;</li> <li>· “Casa delle Donne per non subire violenza” will set up individual projects in 2 longer-term-stay apartments for single women with minor child (or children);</li> <li>· “Mondo Donna” will set up individual projects in 2 longer-term-stay apartments for single women with minor child (or children);</li> <li>· “Associazione Don Paolo Serra Zanetti” will set up individual projects in 1 longer-term-stay apartment for adults in disadvantaged social conditions.</li> </ul>
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Project by the Municipality of Bologna for assisting Romany families in housing inclusion

Intended users	Immigrants, particularly Romanian Roma families, with children arriving in Bologna mainly from the city of Craiova and camping in an illegal shanty town along the River Reno. Some, after removal of the shanty town, had long been occupying, again illegally, a private structure, the “Ferrhotel”. The Roma community’s principal problem was to achieve an upstanding accommodation which would allow their children to attend school and adults to enter the labour market.
Brief description of the project	<p>The Municipality of Bologna has set up an accommodation programme intended, in the first place, to deal with the emergency situation of receiving Romanian Roma. In 2005 two emergency structures, “Villa Salus” and “Residenza Sociale Temporanea Gandhi”, were set up, to be followed by accommodation of the families in apartments.</p> <p><i>The structures</i> were intended for legally regular Romanian Roma people with a staying permit. As from 1 January 2007, with the entry of Romania in the European Union, Romanian citizens no longer need a staying permit to enter and reside in Italian territory. The structures were run by the Municipality, involving various Municipal services (Security Sector, Social Service for Minors and Families, etc.), while services inside the structure were outsourced. The criterion for access to the <i>apartments</i>, instead, was that at least one member of the family unit should have had a permanent work contract for at least 3-4 years. Support for Roma families in</p>



	<p>the transition from the structures to the apartments was entrusted to the “La piccola Carovana” Cooperative. ACER – Azienda Casa Emilia Romagna – deals with maintenance of the dwellings while the Poveri Vergognosi ASP sees to the social management of placement in the apartments.</p>
Description of the service	<p>Roma families with the necessary requisites have benefited from a programme accompanying their placement in accommodation. The Municipality of Bologna has entrusted this service to the “La piccola Carovana” Cooperative, while the Servizio Integrazione Interculturale [Intercultural Integration Service] of the Municipality deals with obtaining accommodation resources and planning the service. The apartments are not owned by the Municipality but have been found on the private market.</p> <p>Roma families can remain in the apartments for 4 years, that is to say the length of the contract stipulated directly between the Municipality and the flat owners. 50% of the rent during these first 4 years is paid by the Roma families, the rest by the Municipality.</p>
Activities	<p>The programme accompanying placement in accommodation was planned to allow gradual social and dwelling inclusion for nomad groups, mostly experiencing apartment life for the first time. As well as materially obtaining accommodation, the service works for the beneficiaries’ gradual growth in autonomy and responsibility. A team of operators periodically visits the families, looking into any conflicts with neighbours, but also within the families themselves, and assists the families in certain aspects of domestic management that may be complicated for them or create clashes (from condominium regulations to payment of services, respect of silence and use of domestic electrical appliances).</p>
Results	<p>The programme concluded with the insertion of 44 families, totalling 198 persons, in apartments. 27 of these were families coming from the “Villa Salus” structure, a total of 125 persons including 57 minors. Families deriving from the “Residenza Sociale Temporanea Gandhi” structure, instead, were 17, with a total of 73 persons (no figures available for minors).</p> <p>The rent contracts are still in force. On expiry it will be possible, and desirable, as part of the programme for the development of autonomy and genuine social and dwelling inclusion, for the family units to stipulate directly new contracts with the accommodation owners, thus undertaking to pay the entire rent.</p>

**Hygeia Project - Bologna**

Intended users	Elderly people, young couples and disabled people
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<p>Brief description of project</p>	<p>The Hygeia project takes its name from an idea by a 19<sup>th</sup> century British Utopian who imagined a city where one could live without the burden of maintaining one's house and with strong acts of solidarity between inhabitants. The Cooperativa Edificatrice Giuseppe Dozza, a collective property cooperative, has tried to reintroduce this idea, submitting a tender to the Municipality of Bologna in 1999 aimed at creating housing initiatives for elderly people, young couples and disabled people. The idea was to construct, not a ghetto for a single category, but a place of integration and sociality.</p>
<p>Description of the service</p>	<p>The Hygeia project was realized with the construction in Via dell'Arcoveggio, Bologna, of 80 new rented dwellings with highly innovative technical content: "the house that grows". Solutions were identified that permitted enlargement of certain dwellings by occupying, with fairly simple processes, surrounding spaces, already constructed and roofed, initially for common use. These spaces already had pre-set connections for electricity and other services with the dwellings to which they were to be annexed. Many adjacent dwellings are organized and equipped to allow exchange of a bedroom or a second bathroom where a change in the occupying family makes it useful to reduce the dimensions of one to the advantage of the other. In some cases the possibility is also foreseen of a direct connection between a larger dwelling and a smaller one nearby, thus favouring cohabitation between a young family and an older one. The project satisfies the requirements of the BRICK proposal (Experimental Programme of Sustainable Building Regulations for the City of Bologna), guaranteeing ideal conditions of physical wellbeing as well as reduced energy consumption.</p>
<p>Activities</p>	<p>An integral part of the project is the Time Bank (Banca del Tempo), extended to all the 5,000 members of the Cooperative, and thus not only to inhabitants of the dwellings in Via dell'Arcoveggio. This encourages exchange of time at par between members, facilitating the construction of a solidarity network between inhabitants of the complex and the entire associative base of the Cooperative.</p>
<p>Result</p>	<p>Building work began in spring 2002 and concluded in 2006. The housing complex contains 4 buildings with over 80 dwellings as well as a common porter's lodge, 4 common areas, a room for parties and collective games, a television, games, reading and conversation area and a mini-kindergarten taking up to 15 children, run by agreement with the Municipality of Bologna.</p>



**An integrated Social Housing project: Villaggio Barona, Milan**

<p>Intended users</p>	<p>The lack of public housing policies in recent decades has led to a situation of widespread unease among the population. In particular, families with low and very low incomes and immigrants have been the most heavily penalized groups. For immigrants, the housing problem is combined with that of work and integration in the local community and service network.</p> <p>Since 2003, 25 foreign families have been living within the ‘Villaggio Barona’ together with 55 Italian families in dwellings let at rents equal to a third of average market levels. Many of these families, as a result of having a home and a friendly social context, have been able to develop projects for work autonomy as well as that of housing.</p>
<p>Brief description of the project</p>	<p>The Villaggio Barona is a development promoted by a charitable Foundation (the owner of the area affected by the urban improvement development) and by certain local non-profit organizations which currently deal with management of the services present within the village: as well as houses let at reduced rents, the village has an integrated low-cost hostel for students and young workers, a series of socio-welfare services open to the city and a public park for the zone. Voluntary and Cooperative associations involved in running the various services provide those persons and families most in difficulty with a support network able to assist in the different aspects of living. The charitable Foundation coordinates the various activities, including assignment of dwellings, taking as its starting point an agreement signed with the Municipality of Milan. The entire ‘village’ has not benefited from public resources either for its building or its running: it is economically self-sufficient.</p>
<p>Description of the service</p>	<p>The families lodged in the apartments are helped in managerial matters by other supporting families living within the Village. The services for the elderly, children and the physically impaired are aimed at the zone as a whole but may, if necessary, be used also by the families living inside the village in the context of a strategic network that gathers the resources available in the territory according to a perspective of local welfare and neighbourly service.</p>
<p>Activities</p>	<p>Orientation and accompaniment within the system of public and territorial services once the formally recognized status of “inhabitant” has been reached. Around ten of the families living in the dwellings have found work inside the village itself and their daily contact with these situations increases the effectiveness of the supporting work done by the volunteers.</p>



Results	<p>The Villaggio Barona' houses a total of around 500 persons; 80 families have a regular rent contract and can count on a territorial support network in case of necessity. The development is not addressed exclusively to persons in difficulty; the village is therefore seen as a resource and an opportunity for all those living in the quarter and represents today one of the social and cultural points of reference for the southern zone of the city of Milan.</p>
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## A2. Tools for the training of trainers (coaching capacity building)

Acquiring coaching skills is a long process. For the aims of the project social workers will need quite a basic set of skills in order to improve their job placement expertise. For the purpose of the *WeGo!* Project target coaching skills are: *building rapport or relationship; acquiring of different levels of listening; using intuition, asking questions and giving supportive feedback*. A short training on fundamental coaching skills follows.

### SKILL ONE – BUILDING RAPPORT (feeling of trust between the parties)<sup>8</sup>

The word ‘rapport’ describes the amount of warmth present in a conversation, and is affected by how ‘related’ or ‘connected’ the conversationalists feel. If you have good rapport with someone, you will normally feel more comfortable and relaxed in their company.



#### An exercise: Who do you have great rapport with?

Think of a friend or colleague with whom you believe you have great rapport. This will probably be someone with whom you have a good, easy-going relationship, someone who you feel comfortable talking with, someone whose company you enjoy. As you think about them, ask yourself:

**Q:** *How do I feel when I’m talking to them?*

**Q:** *What does it feel like to be with them?*

**Q:** *What similarities are there between me and this person?*

Rapport builds itself on features of ‘sameness’. Where there is a high degree of ‘sameness’ (see the figure below) between two individuals, we build rapport more easily.

<sup>8</sup> “The Coaching Manual (2<sup>nd</sup> edition) – The definite guide to the process, principles & skills of personal coaching” by Julie Sterr



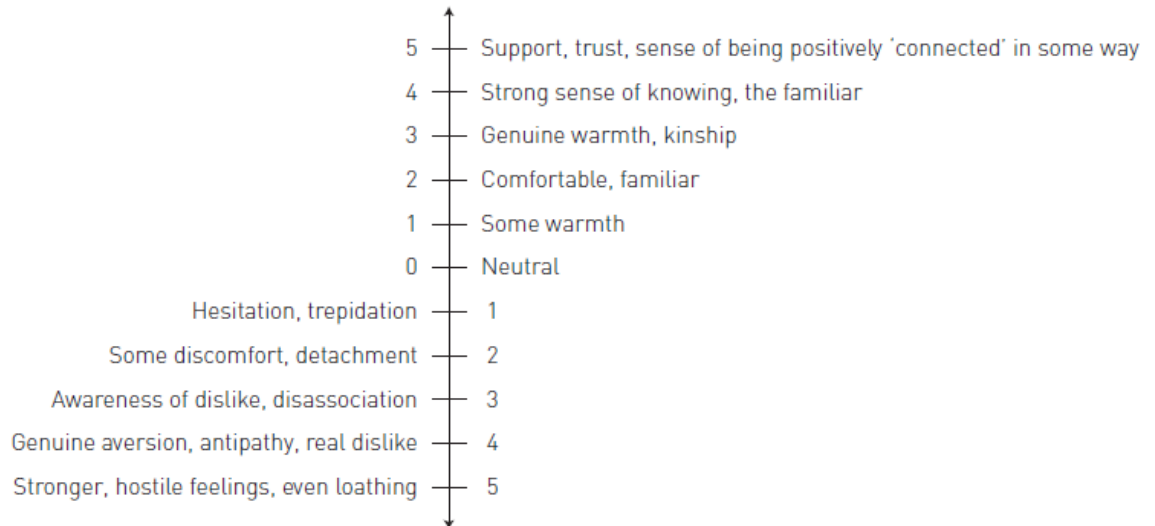


Figure: Scale of rapport (inspired by Genie Z. Laborde)

Categories of 'sameness' can include many different aspects, for example:

- Physical appearance/clothes.
- Body language/physical gestures.
- Qualities of voice.
- Language/words used.
- Beliefs and values.



**An exercise: Go watch some rapport**

This is a nice, easy exercise. Go anywhere where there are couples, or groups of people. Spend some time watching them talk and interact. Notice the 'dance' between them: how they move together, away from each other, how they stand or position themselves in relationship to each other. Ask yourself the following questions:

*Q: How do you know whether people are enjoying each other's company by watching them?*

*Q: How can you tell whether people are old friends or strangers?*

*Q: What seems to be affecting the way people move or behave?*



**An exercise: Change your meaning and not your words**

Using the phrase 'Yes all right then', repeat it three different times, changing the quality of your voice each time, using the following characteristics:

- Bored and slightly irritated.
- Trying to hide your excitement.
- Resigned but compliant.

Notice how the meaning or intention of the phrase changes each time your voice quality changes.



**An exercise: Change your voice**

Find someone who speaks in one of these ways:

- Much more slowly than you.
- Much more loudly or quietly than you.
- In a much lower or higher pitched voice.

If you want a ‘stretch’, you can also do it with someone who speaks much more quickly than you do, but be warned, it can be a challenge to keep up! The first time you do this, I’d recommend you tell the other person what you’re doing. That way you can find out how it felt for them, how comfortable they felt, etc. When you think you’ve mastered the technique, use it whenever it seems appropriate for rapport.

**Step one**

Have a conversation with them, about something they are interested in, perhaps a hobby or particular area of study or learning. As the conversation progresses, gradually match their pace of speaking a little more closely. If they speak more slowly, gradually slow down your speech; if they are quiet, speak more quietly. Notice how your focus or attention has to change in order for you to do this. Do this as naturally as possible. Often slight adjustments work better than becoming an exact match of the other person.

**Step two**

Afterwards, consider the following questions:

*Q: What did you have to focus on to be able to do this?*

*Q: What effect did your ‘matching’ seem to have (on you and on the other person)?*

*Q: How did this affect the amount of rapport you felt?*

If possible, ask the same questions of the person you were talking to. That way you’ll get even more learning from the exercise.



**An exercise: Who’s playing word games?**

Over the next few days, observe other people talking together in your work or social life (or simply go somewhere else and eavesdrop!). Listen to conversations, in particular the actual words and catchy phrases that are being used. Judge for yourself the amount of rapport between people. Then consider:

*Q: What types of buzzwords or phrases are being used?*

*Q: How much are these words being copied or repeated by individuals?*

*Q: What effect is this copying having on the conversation?*



**Learning corner: Watch my feelings**

### Where we want to acknowledge feelings

Sometimes, we need to acknowledge someone's feelings as a way of empathizing with them, or demonstrating an understanding of what they've said. Here, it usually works best to use the exact words or phrase they use. This is especially true when those feelings are negative. For example, if they say they're upset, say 'I appreciate that you're upset'. If they say they're worn out, use the words 'worn out' (not 'fatigued' or 'dog-tired').

### Where we want to influence feelings

Sometimes, you might want to reduce the significance of someone's feelings in the conversation. Maybe you wish to make them feel a little better about what they felt, or help them calm down a little. If you have good rapport, use a diluted or reduced version of their word. For example, they say 'I'm scared stiff of making presentations' and you don't want to get 'stuck' in that feeling. So when you refer to these feelings, you might not use 'scared stiff' but instead use 'apprehensive' or 'uncomfortable', e.g. 'I guess you'd want to let go of some of those feelings of apprehension wouldn't you?' You can then begin to use more positive imagery and feelings, e.g. 'What would it take for you to feel fantastic about giving a presentation?'



### An exercise: Increasing and decreasing rapport

This is a very simple, basic technique for demonstrating our ability both to increase and decrease rapport. It works by increasing or reducing a physical sense of 'sameness'. To do it, you'll first need a willing partner and somewhere quiet to sit where you won't be interrupted. Tell your partner you want to do an exercise in rapport, but don't go into any detail. Ask them to talk about something they can discuss easily, e.g. a favourite holiday or pastime.

#### Step one – talk and observe

Begin the conversation. Ask your partner questions, get them talking. Notice their physical posture and gestures as they speak.

#### Step two – increase rapport by matching

Continue talking to them, and begin subtly to match their posture and gestures. If they're leaning forward, lean in; if they're moving a lot, increase your own movement. Continue doing this until you are comfortable that you're matching well. Do it for a couple of minutes.

#### Step three – decrease rapport by mismatching

Continue talking and begin deliberately to mismatch what they're doing. Fold your arms, look away, cross your legs – be really different! Do this until you're sure it's had an effect – or until you can't carry on for laughing. (It's not easy and they'll know you're doing it!)

#### Step four – talk about what happened

Explain to your partner the three-step process, then ask them:

*Q: Did they notice when you started matching them?*

*Q: What effect did matching them have?*

*Q: What effect did mismatching them have?*

#### The optional 'stretch'



If the exercise seems too easy, then match and mismatch on any (or all) of the following:

- Their breathing.
- Their voice qualities – pitch, pace, tone, etc.
- The key words or phrases they seem to use.

One of the best ways of building rapport with someone is through your own intention. Your intention during a conversation can have a dramatic impact on the sense of relatedness you build with the person you're with. By 'intention' we mean your sense of purpose, or perhaps your aim for the conversation. Shifting our intention changes our focus. This can be useful where you've tried some simple matching but rapport still isn't as good as we'd like.



### **An exercise: Use your intention**

When we focus our minds on our intention, our thoughts and behaviours can often marshal themselves to show us the appropriate way forward. So go and have a conversation with someone you know quite well, but not very well. If you can choose someone who you'd like better rapport with then that might work even better. During the conversation, have an intention to have great rapport with the other person. You want to develop that warmth and sense of connection that comes from having great rapport. You might use a word or phrase to remind yourself occasionally of this intention, for example: 'warmth and openness' or 'relationship'. During the conversation, simply remember the thought or phrase as much as seems appropriate. Remember that you also want to be able to have a conversation, so only concentrate on the thought as much as seems comfortable. If the thought begins to act as a distraction, then forget it – let it go.

After the conversation, ask yourself:

**Q:** *What was the rapport like within the conversation?*

**Q:** *How did using your intention appear to affect your rapport?*

**Q:** *How could you use your intention in the future?*

As a coaching skill, the ability to influence levels of rapport during conversations enables a coach/counsellor to gain trust, engagement and influence during coaching conversations. Good rapport refers to the quality of relationship happening in the conversation, as the conversation is happening. It is directly affected by our thoughts or feelings being in some way the same or different from the other person. Where we are alike, we like, but where we are different, we feel detachment or even dislike. Traditional techniques of simple physical matching might have a level of influence. However, other factors may be much more important. Our sense of shared values, common aims and intentions can be the underlying factors that create real relatedness within the conversation. Over time, the positive development of a coaching relationship is affected by principles such as integrity, consistency, openness and trust. Our ability to act consistently from these principles influences the coaching relationship and the behaviour of the coached. The demands on the coach for high standards of

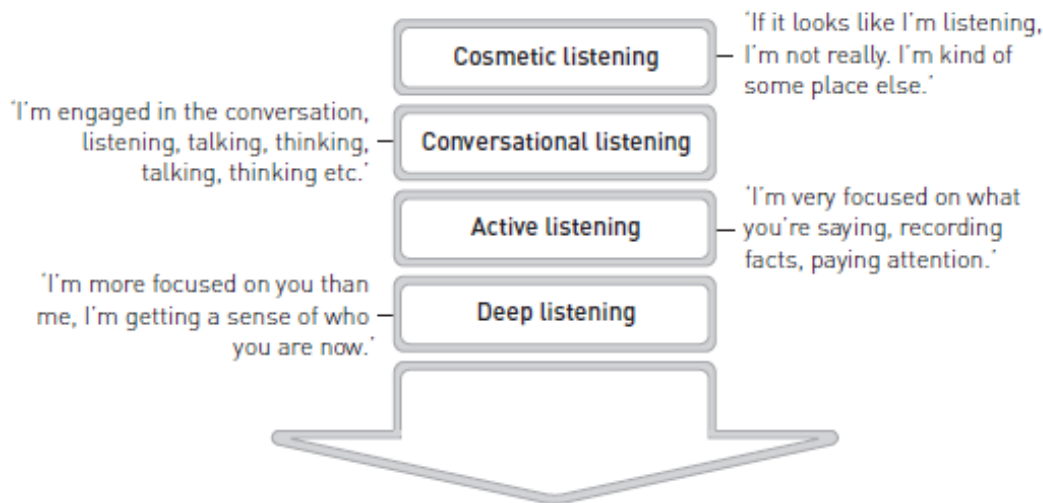
personal behaviour require both commitment and self-discipline. The rewards of great coaching relationships and a clear conscience are worth the effort!

## SKILL TWO – DIFFERENT LEVELS OF LISTENING

There are actually several different forms of listening, although generally we discuss the topic as though there were only one. We ask, ‘Are you listening?’ and we expect the answer to be ‘Yes’ or ‘No’, as if there’s a listening switch that we can turn on or off. Perhaps a more accurate response would be ‘Sort of . . .’ or ‘Yes but just to your words’ or ‘All the way to behind what you’re actually saying!’ Our listening changes with the amount of focused effort we direct towards what (or who) we’re listening to. After all, if you’re only ‘half listening’ doesn’t that take a lot less directed effort than ‘listening intently’?

Figure below shows different forms of listening as though they were actually levels. As our level of listening deepens, so does our focus and attention on the person we are listening to.

Levels of listening: *cosmetic listening, conversational listening, active listening and deep listening.*



### An exercise: Listen and learn

Use your normal conversations today to consider the following:

**Q:** How often do you pretend to listen to someone – and don’t really listen?

**Q:** How is your listening different, i.e. within different circumstances, or with different people?

**Q:** What effect does the quality of your listening seem to have on other people or the conversation?



**An exercise: Developing deep listening**

<b>What is this?</b>	An exercise for listening to someone that creates a deeper understanding of them and their thoughts.
<b>How would I use it?</b>	You'll need someone to do this with you, who knows what you're doing and why. That way you can ask them for feedback and you'll learn faster. Once you're comfortable with the style of listening, you can use it anywhere you like. Use it anytime you want to give someone a really good listening to!
<b>Why would I do this?</b>	As your listening to other people improves, you will benefit from: <ul style="list-style-type: none"> <li>⇒ A clearer understanding of other people, their situations, thoughts and issues.</li> <li>⇒ An ability to develop better rapport or relationship with others.</li> <li>⇒ A more relaxed style of conversation with others.</li> </ul>
<b>How long will it take?</b>	Approximately 45–60 minutes, depending on what the person you are working with wants to discuss.

**Set-up**

Ask your partner to think of three situations they'd like to create change around. These might be problems, minor frustrations, or goals and objectives they already have. If they can only think of a couple, that's OK – a third often pops up during the conversation. You are going to ask your partner to talk about each of the three situations or issues, one after another. Your role is that of listener, and your partner is the speaker.

**The conversation – step by step**

**1** The speaker talks about their three things (problems or situations they want to change) with the listener. This should take about 30–40 minutes. During this time the listener may ask questions, acknowledge points raised, clarify information, etc.

**2** The listener then takes about 10 minutes to summarize back to the speaker:

- What the three issues or situations are.
- How the listener feels about them.
- What else seemed unspoken, yet present or relevant to the conversation.

**3** Then the speaker gives the listener feedback, specifically:

*Q: How 'listened to' did they feel, e.g. how well did they feel the listener gave them their full attention as they were speaking, and how well did they think the listener understood them?*

*Q: What effect did the listener's 'listening' have upon the speaker, e.g., 'It made me talk more, made me feel like this . . .', etc.*

*Q: How did the exercise affect how the speaker now feels about the three things?*





During feedback, the speaker should give both their experience, e.g. what they felt, and what caused that experience. For example, the speaker might say, 'I felt listened to because you asked me questions to help you understand what I was saying'. It is important to observe specific behaviours that created a particular result or feeling, so that the person listening can begin to appreciate how other people experience their behaviours.

### **The role of the listener**

The primary aim of the listener is to understand what the speaker is saying. By a process of listening, questioning or clarifying, you should aim to:

- Understand what the situations or problems really are, e.g. if the speaker is not happy with their job, identify some of the causes of that. If they want a closer relationship with their step-children, find out the driving factors behind that, what is currently in the way, etc.
- Understand how they feel about the situations and be able to tell them afterwards, e.g. 'I think this situation is frustrating you and also perhaps upsetting you a little'.
- Be able to fill in gaps in the conversation, i.e. what wasn't said. For example, 'I think maybe you're wondering how your step-children's mother might react'.

### **Ground rules for the listener**

During the conversation, however, *do not*:

- Attempt to give the speaker ideas, solutions or suggestions relating to the situations they are discussing.
- Refer to or discuss any of your own similar circumstances, experiences or feelings.
- Attempt to control the direction or content of the conversation.
- Seek to look good or impress the other person in any way, e.g. by asking 'clever' questions, by offering impressive facts or information, etc.

### **Exercise summary**

This exercise causes us to become aware of how much we are programmed to want to put 'something of ourselves' into a conversation with another person. We might do this by solving their problems for them, showing them how much we know about what they're talking about, or even taking over the conversation completely. The exercise is great for developing a different listening perspective. The listener's only motive is to really understand and relate to the other person, nothing else. Once this way of listening has been experienced, the listener can then practise this again and again, whenever they like. The other person doesn't have to know what they're doing, unless the listener wants feedback. At some point during their practices, the listener is likely to experience a greater sense of who the speaker is, how they feel, including those thoughts or feelings that aren't actually spoken. That's deep listening!

## **SKILL THREE – USING INTUITION**

Intuition is simply an access to our brain's potential to provide guidance and information free from the confines of our limited conscious mind. Through intuition, we are able to access vast stores of experience, knowledge and wisdom in a way that

sometimes defies logic. Intuition is a way our brain has of communicating with our conscious mind and uses subtle means such as thoughts, feelings, sensations, imagery, sounds – or various combinations of those. Intuition seems to be a function of both our brain and our body – think of how we talk about ‘gut feelings’, or ‘having a feeling about something’. Intuition seems to potentially involve any part of our body, as it attempts to guide and direct our thoughts. Intuition incorporates the brain’s ability to understand communication from situations or people by going beyond the signals we normally respond to.



### **An exercise: Using your own intuition**

Choose your next meal according to what your intuition is telling you. If you’re in a restaurant, read down the list of options and ask yourself ‘What’s the best choice I could make here?’ Settle into the question peacefully, and make sure you’re relaxed in order to hear, feel or see the response. If you’re relaxed, your breathing will be slightly slower, comfortable and often you’ll find yourself breathing from your stomach or mid-section. This way of choosing food can actually be a good strategy for anyone wanting to eat more healthily or lose weight. Maintaining a relaxed state will give you access to your own wisdom. When your choice is based on this wisdom, you’ll often find yourself choosing something that is a good choice for you and your body. Be warned, you may end up eating something unusual! If our intuition draws upon our latent wisdom and knowledge, then of course we benefit from increasing that knowledge. Continual learning and self-development will help a coach stay both effective and fresh. So, whether you learn by reading, attending courses or seminars, debating with others, seeking feedback, listening to tapes, keeping a diary, studying others, or a combination of all those – I encourage you to remain both focused and committed to increasing your own knowledge and skill.

## **SKILL FOUR – ASKING QUESTIONS**

The ability to ask fabulous questions consistently is uncommon enough to seem like a rare talent. It’s actually a skill that can be developed, with concentration and practice. In coaching, a beautifully timed, perfectly worded question can remove barriers, unlock hidden information and surface

potentially life-changing insights. In other words, to be a great coach you need to be able to ask great questions. What does a great question look like or sound like? Well, it will have the following characteristics:

- It’s simple.
- It has a purpose.
- It will be influencing without being controlling.

The best question is one that the other partner is willing to answer because it’s both simple to understand and inoffensive in its tone. In addition, if the question is right, it will surface the information you both need to increase progress within the conversation. Suitable questions might include:



- ‘Can you perhaps say a little more about the importance to you of earning money?’ This is a gentle, respectful question, maybe a little general, but it’s likely to create progress.
- What is it about earning more money that’s important to you?’ This is more direct, and relies on you having good rapport, and a fairly gentle tone of voice.
- ‘So money’s important – can you tell me a bit more about that?’ A little more casual, a little less direct and still might easily hit the mark. If it doesn’t, you can be sure it’s going to get you closer.

Any question is given further meaning by the quality of your voice when you ask it. Questions may be made clearer, colder, more supportive or more aggressive simply by the tone, warmth and speed of your voice.



**An exercise: Use your voice**

Using the question ‘So what was important about that?’ repeat it three different times, changing the quality of your voice each time, using the following characteristics:

- With a cruel sneer.
- With sarcasm (and end with a sigh!).
- With genuine curiosity, as though the answer is important to you.

You will notice that a great question can be completely wrecked by the wrong tonality. Also, use great tonality with a potentially risky or abrupt question and you’re more likely to get a good response.

## SKILL FIVE – GIVING SUPPORTIVE FEEDBACK

### Feedback as a way of learning

Effective feedback can accelerate a survivor’s learning, inspire them, motivate them, help them feel valued and literally catapult them into action. So it’s important that a coach learns to deliver feedback that is:

- Given with a positive intention.
- Based on fact or behaviour.
- Constructive and beneficial.

The term ‘feedback’ means literally to feed information back to someone. This information relates to the person receiving the feedback and provides data from which they can assess their performance or experiences. It can range from a general comment such as ‘That was great/lousy’ to more specific assessments of performance such as ‘You’ve got your hand an inch too high’.



**An exercise: Who’s being objective?**

This exercise is a bit of fun with a twist. You’ll need your favourite newspaper or magazine and a piece of paper and a pen. Choose a fairly brief article you’re interested in reading. Read the article once, so that you understand what’s in it.



Now, divide your paper into two columns, one headed 'objective' and the other 'subjective'. Using the columns, separate the objective facts in the article from the subjective or opinion-based statements. When you've finished, notice what and how much is in each column. What does that say about your preferred reading material?



### **An exercise: Get some feedback**

A great way to learn about giving feedback is for you to experience receiving some. That way you can learn about what works and what does not work, plus how it actually feels to be focused on in this way. To do the exercise, choose someone who knows you well (who you like and trust). As a word of caution, the intention of this exercise is for you to experience feedback. There can be no guarantees that you'll like what you hear, or agree with what's said. Remember, to give supportive feedback yourself you need to know what works and what doesn't.

#### **Part one – set-up**

You're going to ask this person for some feedback on a particular topic that you feel comfortable discussing, for example:

*Q: What kind of manager am I?*

*Q: What kind of parent am I?*

*Q: How am I at giving presentations/running meetings, etc.?*

Or any other area that you're interested in getting better at. If you're interested in a stretch, ask them to think about how they experience you generally, as a person.

#### **Part two – the questions**

Ask them to consider the following three questions, with regard to the topic or area you've requested feedback on:

*Q: What am I good at? /What do I do well?/What are my strengths, etc.?*

*Q: What am I not so good at?*

*Q: What could I do differently to improve?*

*Q: When your partner has answers for each section, continue to part three.*

#### **Part three – have a feedback conversation**

Ask your partner to give you their responses to each question in turn. Make sure that you understand each response, and use questions to clarify if necessary, e.g. 'Can you tell me a little more about that?' or 'Can you think of an example?' Receive all feedback graciously, maturely, and don't contradict the other person's view – after all, it's just their view. If they say something that you don't like or disagree with, simply find out a little more about what may have caused this view. When your partner has finished, thank them.

#### **Part four – take the learning**

Now, on your own, sit down with a piece of paper and write answers/notes to the following questions:

*Q: What did I learn about myself from that conversation?*

*Q: What will I do differently as a result of that conversation?*

*Q: What was not good about that conversation?*



**Q:** What am I going to do about that?

**Q:** What was good about the way they gave me feedback?

**Q:** What didn't work about the way they gave me feedback?

**Q:** What principles will I focus on when giving feedback now?

Think also about how the conversation was useful to you generally. What was it like seeing yourself through the eyes of the other person?

**Part five – share the learning (optional)**

If you feel it is appropriate and useful, share your answers to the above questions with your partner. Ask them first if they'd like to hear them, as a way of sharing your learning. Remember, you'll now be in position of giving feedback yourself, so please employ all your learning and care!

**Summary:** The following skills are core to coaching, whether that's within a formal coaching session, or simply as a style of behaviour or management:

- Building rapport or relationship.
- Different levels of listening.
- Using intuition.
- Asking questions.
- Giving supportive feedback.

These skills must be developed constantly, in order to keep them fresh and available. All these skills are found in everyday situations and you will already have a level of competence with each one. By exploring and practising aspects within each skill, we can develop our existing knowledge and ability, beyond what is normally found in an individual. When we are able to bring these skills together, coaching conversations flow naturally and easily.

**Recommended: Social workers can use the exercises above for self work or working in pairs. After improvement of coaching skills they can try to implement in practice. Everyone can organize her/his coaching path in a way that makes her/him comfortable with. Below you can find the guiding principles you can rely on.**

**The coaching path: guiding principles**

Coaching session with a survivor can come through the following stages: *Establish conversation; Identify conversation; Identify topic and goal; Surface understanding; Shape conclusions and Completion*





Over time you'll develop your own routines, habits and process to suit the way you work. For example, you may always begin by revisiting the overall assignment objectives from your very first session. Or you may choose to summarize briefly the conversation along with the actions. You might set up the whole schedule of sessions before you've actually started the coaching session.



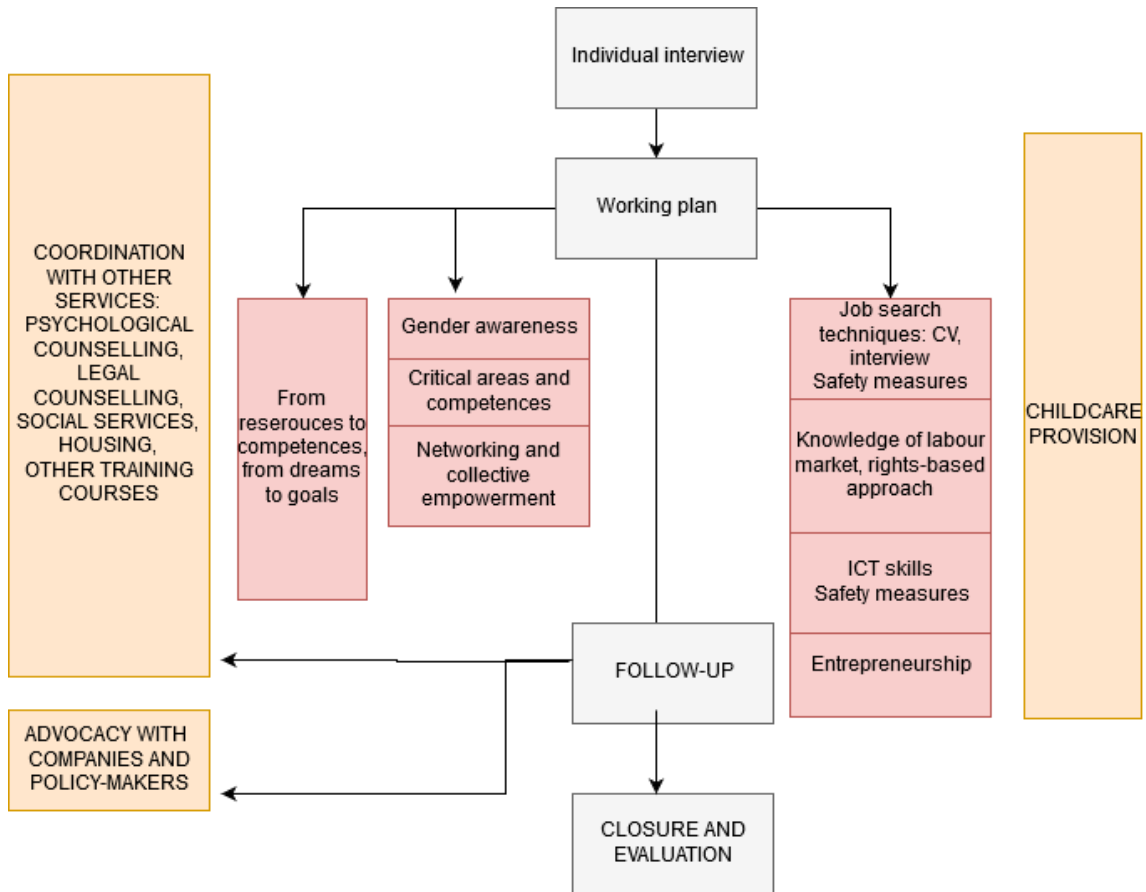
## B1. Methodological introduction: how to implement the We Go training of IPV survivors

The proposed training of women IPV survivors is structured based on **three core principles** related to resolving structural and individual barriers to economic empowerment and job entry, all with the goal of activating belief in the possibility of career job entry and not “just any job”:

- 1. Support services are critical in order to achieve economic empowerment of IPV survivors.** A holistic approach to addressing all barriers IPV survivors face maximizes the likelihood of successful entry into the job market. These services help ensure that women’s issues – from mental health crises to childcare or unforeseen issues – can be addressed quickly, allowing women to stay focused on their economic empowerment and their career goals.
- 2. Getting “just any job” is not a pathway to self-sufficiency.** Low-wage, low-skill jobs do not have growth potential and do not lead to financial independence, and in most cases pit the marginal utility of effort against the distress and uncertainty of utilizing public assistance for survival. Women in poverty too often find themselves in an endless cycle of either holding on to dead-end jobs or being dependent on public assistance. Neither provides any real disposable income or the chance for long-term economic independence. The empowerment approach in these tools shows women why this treadmill will not work for them and presents an alternative.
- 3. Rebuilding self-esteem, activating belief in career navigability and the value of civic engagement, counteracting hopelessness, dislocation and isolation,** caused by years of abuse and poverty. Women must believe in themselves and in their abilities to assess skills in order to succeed in applying for a job. They must believe in career navigability: the notion that there is logic to the marketplace and that access to their skills will lead to job entry.

### Structure of the programme

The following chart summarises the structure of the programme.



## Content of the programme: tools

The following table classifies the structure of the WE GO! programme, with its phases, the objectives of each phase and the name of the tools that can be used to achieve the respective objectives.

It is quite a vast collection of activities, which allows for selecting the most relevant ones according to the time available for developing the course on the basis of the characteristics, needs and interests of each participant and each group.

Phase 2 is the core of the process and the longer phase. In order to carry out the activities in this phase it should be noted that:

- The group of activities “from resources to competences, from dreams to goals” follows a recommended sequential order, so that the first activities are the most basic and the final ones act as a summary of the process.
- The tools related to professional goals and job search techniques may be used either from the start of the phase or after most of the activities in “From resources to competences” have been done, depending on the level of definition of the professional project of each participant.

<b>PHASE 0. Selection interview and individual plan</b>			
<b>Objectives</b>		<b>Tools</b>	
To analyse needs, demands and professional background and agree on an action plan for the course	1	Initial interview	
<b>PHASE 1. Introduction, individual commitment and group cohesion</b>			
<b>Objectives</b>		<b>Tools</b>	
To get to know each other and create group cohesion	2	Introduction of participants	
	3	Ice-breakers	
To establish the commitment to participate and general rules and responsibilities	4	Knitting the group rules	
<b>PHASE 2. Empowerment</b>			
<b>Objectives</b>		<b>Tools</b>	
From resources to competences, dreams to goals: - To recover women's personal resources and translate them into competences - To define a professional plan	5	Speaking for me...	
	6	Super powerful	
	7	The successes tree	
	8	Talent exchange market	
	9	Gift of notes	
	10	Let's use our inner resources	
	11	The Bus	
	12	My professional interests	
	13	Incentives to work	
	14	Personalised competence-based CV	
	15	Competence analysis and action plan	
	To support some critical areas/competences for the empowerment of IPV survivors	16	Stop! Set your limits
		17	Being assertive at work
		18	Visualising and thinking positively
	To raise gender awareness	19	Being a woman
20		Structural, personal and competence factors	
21		Activity mapping	
22		The basket of care and rights	
To restore social networks and promote collective empowerment	23	My personal network	
	24	Networking for job opportunities	
	25	Women's networks and mentoring	
To develop job searching skills safely	26	Put safety first	
	27	The labour market	
	28	Writing your CV	
	29	Preparing a job interview	
	30	My elevator pitch	
	31	Professional look	
To develop ICT skills safely	32	The PC and how to use it	
	33	Searching on the Internet	
	34	Safe usage of social media	
	35	Case study: fake job offers	
	36	Creativity assessment and innovation	
To develop entrepreneurship skills	37	When ideas mean business?	
	38	How to set up a (social) enterprise	
<b>PHASE 3. Closure and evaluation</b>			
<b>Objectives</b>		<b>Tools</b>	
To close the training and evaluate results	39	Focus group evaluation of results	



## Methodological notes

The role of the AVC social worker or operator facilitating the groups is very important in the processes of empowerment and personal development of the trainees. Facilitators should be able to use the “volition” the process of motivation in which women choose what they do; until the “process of doing” becomes routine and a pattern. Using this component, the “performance capacity” will promote the mental and physical abilities, and the experience that shapes performance.

The activities in this toolkit promote the active participation of women and participatory learning, inviting women to debate, analyse and explore the contents presented. The facilitator should promote the communication and participation, introducing the topics and the activities to be developed by the women themselves, and ensuring the compliance with group working rules, making sure that all participants take part in the activities.

Most of the tools rely on a group methodology, but they can be adapted for individual use. Working in peer groups has many advantages. They may provide security, confidence and support to these women. Women realize they are not alone by sharing their experiences; they see that they share common difficulties with other IPV survivors and see that they are not responsible for everything that goes wrong in their lives; they share goals and strategies.

Individual sessions might be necessary as well to deepen into the individual objectives. The facilitator must foster the creation of a group atmosphere that favours the empowerment and personal development of the participants, creating a trustful and safe space.

The space of the training should be comfortable, a big room with moving chairs. Coffee, tea or refreshments may be provided. A crèche or some kind of childcare provision is key. In group settings, the facilitator should try to generate spaces where women can be heard: the chairs may be arranged in the form of a U, circle or semicircle. Likewise, for the creation of small work groups in some of the activities, it is appropriate that the groups are as heterogeneous as possible in terms of ethnicities, nationalities and age.

If possible, the sessions are best facilitated by two professionals, especially if the group is large: a facilitator and one support trainer or note-taker.

In order to foster a trustful atmosphere in the group, it is preferable that the facilitator is a woman (for this reason, throughout the toolkit the pronoun “she” is used). It is indispensable that she has solid gender training.

The size of the groups may vary, depending on the resources available.

Sessions may last around 3 hours.

### *Working with IPV survivors in economic empowerment programmes*

Groups of women survivors of IPV are often heterogeneous, although they generally share some characteristics due the situations of violence to which they have been exposed, in many cases, for extended periods of time.

IPV survivors frequently show some characteristics that may act as critical factors limiting the economic empowerment process:

- Isolation: they have experienced situations of isolation and therefore often their support networks have deteriorated. In the case of migrant women support networks are mostly in their places of origin.

- Damaged self-esteem and self-confidence.
- Difficulties to recognize their skills and merits, and undefined professional competences.
- Ups and downs in terms of motivation towards employment and training activities.
- Little time available, due to legal procedures and commitments with other support and assistance services.
- Difficulties to translate their desires and projects in specific effective actions.
- Difficulties to manage time and establish priorities
- Difficulties to reconcile care for children and dependants, with the requirements of the labour market.
- Difficulties to take decisions autonomously.
- Distrust and fear in facing new situations and relationships.

Generally IPV survivors also have some potentialities that may be explored in the training:

- The resilience they have shown as survivors of a situation of intimate partner violence.
- The decision they have taken to change their situation, expressed in their demand for help.
- The potential associated to the desire of personal and/or professional fulfilment.
- The potential of discovering their own abilities when they end a situation of dependence.
- The ability to establish supportive relationships with other women in similar situations.
- The ability to preserve and take care of affective bonds.

The activities in this toolkit address these critical factors and potentialities, as well as the traditional gender roles associated to romantic relationships which lay the foundations of IPV against women and often are still very much ingrained in the experiences of survivors. It is crucial to work from a gender approach and deal critically with gender roles and stereotypes both in the private and the public sphere, including the labour market.

It is essential that the facilitator does not allow discriminatory or violent comments among participants, taking special care with those comments that may generate guilt or feelings of dependence. This also means that the facilitator will not judge participants' behaviour, feelings or thoughts.

**Women must be the main agents of their process of awareness-raising and personal development.**

It is also important that the facilitator coordinates with other professionals supporting the training participants, especially psychologists that can provide counselling if necessary. Facilitators should also be alert about the evolution of participants during



the training, keeping in mind that the empowerment process, in personal or economic terms, may trigger further incidents of intimate partner violence.

The training participants that enter the training programmes should be ready to work in group settings. If they are in a crisis situation, they probably will not be able to participate in such a training yet. The selection of participants should also carry out a risk assessment of the situation of each participant, according specific protocols in each country/region/service for survivors of IPV. If the AVC also supports survivors of human trafficking, specific safety measures should be taken into account.



## B2. Tools for the training of women

### Initial selection interview

#### Tool 1. Initial interview

##### OBJECTIVES

- ✓ To get to know each woman's situation, needs and demands, skills, strengths and weaknesses.
- ✓ To support the identification of needs and the elaboration of the demand.

##### STEP-BY-STEP IMPLEMENTATION

This is an initial semi-structured interview with the woman which can be used to get to clarify the demand of the woman, know her situation and/or select her for the training programme.

This table includes a suggested structure of the interview and ideas about the items to be discussed.<sup>9</sup>

<b>1<sup>ST</sup> PART</b>	
<b>Description</b>	<b>Items</b>
<i>Presentation of organisation, interviewer, description of previous contact, length and aim of this interview.</i>	<ul style="list-style-type: none"> <li>✓ Interviewer's name</li> <li>✓ Brief description of organisation's main activity</li> <li>✓ Brief description of what the interviewer knows about the woman, if applicable (e.g. if she was referred or recommended by another organisation or professional)</li> <li>✓ Length and aim of the interview</li> </ul>
<i>Presentation of the woman.</i>	<ul style="list-style-type: none"> <li>✓ Woman's name. Woman's preferred name (if different)</li> <li>✓ Age</li> <li>✓ How the woman arrived to the organisation</li> </ul>
<i>Clarifying the aim of the service.</i>	<ul style="list-style-type: none"> <li>✓ Brief description of the programme offered</li> </ul>
<i>Reasserting the woman's interest.</i>	<ul style="list-style-type: none"> <li>✓ Confirming that the woman thinks that the programme offered fits her demand, and supporting her to clarify it, if it is vaguely expressed.</li> <li>✓ Making sure that the woman completely understands the programme and providing her with more information, if necessary.</li> </ul>

<b>2<sup>ND</sup> PART</b>	
<i>(If the woman is interested): Getting to know the woman's history and family responsibilities, with a focus on her current</i>	<ul style="list-style-type: none"> <li>✓ Place of origin</li> <li>✓ Current place of residence and people she lives with</li> <li>✓ Family, children</li> </ul>

<sup>9</sup> Based on Camarasa, M., Sales, L., 2013.



<i>autonomy.</i>	<ul style="list-style-type: none"> <li>✓ State of the IPV situation: current relationship with the perpetrator and marital status</li> <li>✓ Length of stay in host country</li> <li>✓ Administrative situation (legal documents)</li> </ul>
<i>Identifying her work experience and training, income, social participation and support networks.</i>	<ul style="list-style-type: none"> <li>✓ Previous jobs: types, duration and related training</li> <li>✓ Qualifications/competences</li> <li>✓ Languages</li> <li>✓ Computer skills</li> <li>✓ Current means of living and income</li> <li>✓ Living conditions (housing)</li> <li>✓ Health status</li> <li>✓ Social participation</li> <li>✓ Places where support has been asked</li> <li>✓ Support available (people, networks)</li> </ul>
<i>Ability to identify and analyse one's own situation.</i>	<ul style="list-style-type: none"> <li>✓ Reasons why the woman believes she does not find a job/is not able to overcome other obstacles in her life</li> <li>✓ Self-awareness of what she needs</li> <li>✓ Self-awareness of what she is able to do (recognition of own competences)</li> <li>✓ Identifying not just structural obstacles, but also opportunities</li> <li>✓ Degree of awareness of what she has to do</li> <li>✓ Courage to take the necessary steps</li> </ul>

<b>3<sup>RD</sup> PART</b>	
<i>Rephrasing the information provided and verbalising the demand in specific terms</i>	<ul style="list-style-type: none"> <li>✓ Rephrasing by the trainer of the woman's situation and needs</li> </ul>
<i>Articulating a response to the demand</i>	<ul style="list-style-type: none"> <li>✓ The response the woman thinks that meets her needs</li> <li>✓ Identifying options available</li> <li>✓ Identifying support available and rights to support</li> <li>✓ Measures taken that imply some changes in respect to the current situation</li> </ul>

The questions below may serve as a guide to explore the interview items. It is recommended that questions are asked directly, as it is important to create an atmosphere of trust between the interviewer and the advice-seeker.

According to the individual needs of the client the following issues may be discussed:

1. Opportunities to change the current occupation; supporting the advice-seeker to find a new one.
2. Opportunities to change the advice-seeker in different government programs for appropriate job placement according to their individual profiles.
3. Opportunities for the advice-seeker's involvement in courses for qualifications and pre-qualifications.



**Issues to explore:** <sup>10</sup>

1. Does the woman have any friends or family members or any other person who could take the role of supportive environment for the woman? If so, what that person form the supportive environment might be useful for? If the client doesn't have any supportive environment, could she think of someone who could support her in this difficult situation for her?
2. How does the woman perceive her life - does she have any hobby; if she does, what feelings does this hobby bring to her? If not, what would she like to do as a hobby? What are her plans for the future? Does she like/practice music or any other form of entertainment or art? What does she dream of doing and never had the courage to make the first step?
3. Does the woman have skill/skills which she defines as good, in other words, what does she think she is really good at? Does she think that this ability could be improved? Does she think that if this ability improves it will help her to become economically independent? Is she interested in learning new skills? What kind of skills?
4. What positive experiences does the woman think she has? Does she think that improving this knowledge would help her handle the difficulties in her life? Does she have any negative experiences? Are there any lessons learned that might be drawn from these negative experiences?
5. Are there any activities that the woman does that really give her pleasure? Does she have any occupation at the moment? What occupation does she think is suitable for her?
6. How does the woman define problems? What does she feel like when she is faced with a problematic situation? Could she give an example of what she considers as a problem? How does she deal with the problems? What are the positive things that she could see when dealing with a problem? If she receives support, would it be of her support, or, on the contrary, the intervention would harm the difficult situation?
7. Does the woman know other people (relatives, friends, etc.) in a similar situation who don't recognize it as harmful or dangerous? What can the woman learn from other people's experiences? Could she use their experience in order to get out of this situation?

<b>TIME AND RESOURCES</b>	
<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	None

<sup>10</sup> Animus Association Foundation's Semi-structured Interview for Victims of Violence in Empowerment Program



## Icebreakers, closing activities and group cohesion tools

### Tool 2. Introduction of participants<sup>11</sup>

#### OBJECTIVES

- ✓ To allow participants to present themselves and get to know each other at the beginning of the workshop.
- ✓ To create a good atmosphere from which to build the group's cohesion.
- ✓ To encourage women to visualise themselves and others from a positive point of view
- ✓ To promote reflection on common elements among participants' goals, fostering group cohesion

#### STEP-BY-STEP IMPLEMENTATION

**Note:** These activities can be done in the first sessions of a course, to introduce participants and create an atmosphere for the rest of the course.

##### 1. FIRST INTRODUCTIONS – THE MURAL OF PARTICIPANTS

This is a good activity to break the ice and ease the pressure when entering a new group knowing no one.

The facilitator asks the participants to create a circle and to introduce themselves using movement: they assign a gesture to their names and one by one, they make this move while saying their name. Every time one participant says their name, the rest of the group, including the facilitator, repeats it.

After assigning a gesture to their names, participants will be given a blank page to write down or draw their names' in the way they want the rest of the group to remember them. The facilitator will give them coloured markers, pens and scissors to personalise their name.

Meanwhile, the facilitator will hang a blank piece of brown paper on the wall and draw a series of bubbles, each one identifying a participant, where they will put up their names' drawing. Once they have done it, participants will explain to the rest of the group how they like to be called.

##### 2. MY DREAMS, MY PROJECTS

Each participant draws or writes their dreams and current projects on a sheet of paper or poster board. Then all of them hang them on their individual bubble on the group mural and share their thoughts, if they want.

<sup>11</sup> Based on Camarasa, M., Sales, L., 2013.



## TIME AND RESOURCES

<b>TIME</b>	Around 20-30 minutes each activity.
<b>MATERIALS AND RESOURCES</b>	Flip chart paper or brown paper, markers, pens, sheets of paper, Post-it notes or coloured paper boards

## Tool 3. Ice-breakers and group cohesion activities

### OBJECTIVES

- ✓ To create a good atmosphere and build and maintain the group's cohesion.
- ✓ To break in the ice at the throughout the course.
- ✓ To foster the competences of self-knowledge and communication.

### STEP-BY-STEP IMPLEMENTATION

**Note:** These tools can be distributed along several sessions, as ice-breakers and cohesion activities.

Each training may begin with an ice-breaker.

#### 1. PHYSICAL EXERCISE

The facilitator may use physical exercise for the group to warm up (literally) and release the stress from being in a new environment.

All you need is a suitable music and couple of basic warm-up exercises. For some ideas you can check the following YouTube videos:

- <https://www.youtube.com/watch?v=GCzecFateXc>
- <https://www.youtube.com/watch?v=R0mMyV5OtcM>

#### 2. WE GO BINGO!

Ice-breaking bingo for participants to know each other and find common interests (see handout).

### TIME AND RESOURCES

<b>TIME</b>	Around 10-15 minutes each activity.
<b>MATERIALS AND RESOURCES</b>	Papers, pens.



## Handout Ice-breakers: WE GO! bingo

### FIND SOMEONE WHO...

<p><b>CAN DANCE SALSA</b></p> <p>Who?.....</p>	<p><b>HAS A FIRST NAME THAT STARTS AN A. M. OR J.</b></p> <p>Who?.....</p>	<p><b>SPEAKS ONE OR MORE FOREIGN LANGUAGES</b></p> <p>Who?.....</p>	<p><b>ENJOYS PLAYING FOOTBALL</b></p> <p>Who?.....</p>	<p><b>EXERCISES 3 OR MORE TIMES A WEEK</b></p> <p>Who?.....</p>
<p><b>WAS BORN THE SAME MONTH AS YOU</b></p> <p>Who?.....</p>	<p><b>LIKES THE COLOR ORANGE</b></p> <p>Who?.....</p>	<p><b>DRINKS COFFEE EVERY MORNING</b></p> <p>Who?.....</p>	<p><b>LIKES TO EAT BROCCOLI</b></p> <p>Who?.....</p>	<p><b>CAN SPEAK SPANISH</b></p> <p>Who?.....</p>
<p><b>PREFERS TO DRINK TEA RATHER THAN COFFEE</b></p> <p>Who?.....</p>	<p><b>LIKES HORROR MOVIES</b></p> <p>Who?.....</p>	<p><b>FREE SPACE</b></p>	<p><b>DOESN'T LIKE CHOCOLATE</b></p> <p>Who?.....</p>	<p><b>HAS AN INTERESTING HOBBY</b></p> <p>Who?.....</p>
<p><b>HAS MORE THAN ONE PET</b></p> <p>Who?.....</p>	<p><b>RIDES A BICYCLE</b></p> <p>Who?.....</p>	<p><b>KNOWS THE LYRICS TO THE ADELE SONG</b></p> <p>Who?.....</p>	<p><b>ENJOYS SAILING</b></p> <p>Who?.....</p>	<p><b>IS A GRANDMOTHER</b></p> <p>Who?.....</p>
<p><b>DOES VOLUNTEER WORK</b></p> <p>Who?.....</p>	<p><b>HAS A SISTER</b></p> <p>Who?.....</p>	<p><b>DOESN'T WEAR A WATCH</b></p> <p>Who?.....</p>	<p><b>OWNS A DOG</b></p> <p>Who?.....</p>	<p><b>LIKES SPICY FOOD</b></p> <p>Who?.....</p>



## Tool 4. Knitting the group rules

### OBJECTIVES

- ✓ To establish (by the group) commitments and collective and individual responsibilities to promote reaching individual goals and a good development of the group.

### STEP-BY-STEP IMPLEMENTATION

This should be done in the first session.

The facilitator encourages participants to think about what things about the group's operation would do to make them feel more comfortable. One of the participants picks up the head of a ball wool cord and says something. When she finishes the ball is passed on to another random participant.

As participants speak, the facilitator writes the rules, responsibilities and personal commitments suggested on the blackboard.

The facilitator will suggest the following commitments, if they did not come up:

- Punctuality
- Attendance
- Participation
- Respecting everyone's turn to speak
- Confidentiality
- Respecting all opinions
- Freedom of expression (of discomfort as well as well-being)

All suggestions are read, similar ideas are grouped into one word and clarifications are made, if necessary.

The conclusions are written on a large paper board so that it can be saved and be in the room throughout the sessions.

Finally, a reflection is made about the knitted wool figure that has been formed and the importance of creating networks and having the support of the participants in the group.

### TIME AND RESOURCES

<b>TIME</b>	45 minutes
<b>MATERIALS AND RESOURCES</b>	Ball of wool, blackboard, paper boards or paper, pens, markers



# From resources to competences, from dreams to goals and plans

## Tool 5. Speaking for me...<sup>12</sup>

### OBJECTIVES

- ✓ To support women to express thoughts and discover emotions, desires and personal concerns.
- ✓ To help women obtain a better understanding of themselves, based on their statements.

### STEP-BY-STEP IMPLEMENTATION

The facilitator distributes the handout and asks participants to finish 16 open statements spontaneously.

We are interested in:

- Giving the participants the chance to express herself through writing realizing things about herself she may not have discovered until now.
- Having the participants express thoughts and discover emotions, desires and personal concerns.

All these ideas will help them define what is important for them in their job search.

The facilitator explains that it is important to fill the proposals as quickly as possible, writing the first thought that comes to mind, and that there are no right or wrong answers.

After 15 minutes, the facilitator invites participants to share their statements and highlight the points they consider to be most important.

### TIME AND RESOURCES

**TIME** 30 minutes

**MATERIALS AND RESOURCES** Handout

**Adaptation to individual use:** It can be used individually in counselling sessions or in groups.

<sup>12</sup> TAKEN FROM WCK Step A / Tool 2: Speaking for me..... (Source: Research Centre for Gender Equality –KETHI)



## Handout Speaking for me

Please finish the following sentences. You will hopefully find useful things for yourself. There are no right or wrong answers. It is important to answer as quickly as possible, writing the first thought that comes to your mind.

I want...

---

I can't ...

---

I like ...

---

I am good ...

---

I wish ...

---

My appearance ...

---

It is fun ...

---

I find it easy ...

---

The others think that ...

---

I am worried ...

---

I often deal with ...

---

I hate ...

---

It always happens that...

---

The others say about me...

---

I find it difficult...

---

I wish...

---

I often fear...

---

Sometimes I feel...

---

If I could I would ...

---



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## Tool 6. Super powerful

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### OBJECTIVES

- ✓ To foster self-esteem
- ✓ To recognize one's own values
- ✓ To stimulate the achievement of one's own desires
- ✓ To support women to start believing in their own skills and opportunities, rediscovering their own creativity and talents, getting out of the "victim" shoes and mobilizing creativity

### STEP-BY-STEP IMPLEMENTATION

#### 1. Our superpowers

Group session aimed at transferring what we imagine we can be to what we already are.

Chairs are placed in two rows, one in front of the other, in such a way that each participant will talk to the woman in front of her.

Once participants are seated facing one another, they are asked to write on a card three superpowers that they would like to have.

Each woman talks to her companion, says which is her first superpower and explains why she chose it. Then her companion explains her choice. The exercise is repeated, switching chairs to another companion. This is done three times, to comment on each superpower.

When dialogues in pairs are finished, chairs are placed in circle and the facilitator invites participants to share with the rest of the group what they wrote in the cards.

On a large piece of paper on the wall, the names of all the participants are written. When each woman explains her superpowers she approaches the paper and places her superpower cards under her name.

It is noted that most of the superpowers that they wish they had they already have in some way because they are related to their personality traits or things that they already do to some extent.

When a woman does not recognise that they are half way into having the superpower they dream of, the facilitator and the rest of the group help her to see why they consider that she is. This way their own identity and competences are reinforced.

#### 2. Mobilising creativity

The facilitator may use the session to explain the following regarding creativity:

Everyone has her inner creativity, but why it is so hard to be creative and why do some people seem more successful than others in their lives? Our upbringing and education teach us to comply with the rules, customs, and standards; doing what "must be done" in a way that society defines as appropriate. We were given descriptions of duties, rules and schemes which to use in our work in a specific and structured environment, and this hinders the development of our creativity and ability to take unconventional, even - bold decisions.



There are some inner barriers to activation and creativity that facilitators can discuss with the women:

- believing that we are not creators
- we are in the loop of logic
- conservative thinking and behaviour
- afraid not to look stupid
- follow stereotypes and prejudices
- strictly follow the "rules"
- fear of failure
- have negative attitudes and behaviour towards things

Often we are confined to a specific way of thinking, making one and the same assumptions and applying the same rules when searching for the right solution or answer. Using a logical approach may be useful and effective in what we do, but it will not help us to be creative and inventive.

The facilitator asks women to write or say out loud the answer the question: "How much is half 12?". Then she explains: "Probably you have written "6". This is the logical answer to which we come automatically, because 12 is a number, and we are taught to think with digital concepts and to use mathematical rules. But "6" is not the only answer: the answer could be: 1 and 2; or 2 X 3 and so on".

She explains that the foundation of our personal activation stands in our decision to: challenge the established norms; to seek new perspectives; to create new connections; to find new approaches for solving old problems.

<b>TIME AND RESOURCES</b>	
<b>TIME</b>	1.5 hours
<b>MATERIALS AND RESOURCES</b>	Paper boards, markers, chairs

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## Tool 7. The successes tree<sup>13</sup>

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### OBJECTIVES

- ✓ To identify and value competences from the women' experiences.
- ✓ To label the achievements as own successes, arisen from their own capacities and strengths.
- ✓ To identify those competences repeated in each woman's case as their key, "anchoring" competences.

### STEP-BY-STEP IMPLEMENTATION

The activity has three parts: first, the reflection around the term success; secondly, women will work on the file of the success tree and thirdly, women will share their files and experiences.

#### 1st part

1. The facilitator asks women to sit forming a U in the class and starts discussion on what success means to them. To help and promote their reflection, the facilitator can use support materials as videos (e.g. a video of a team success, of an individual achievement in any area: leisure, home, sports, work, etc.).
2. Women are asked to voice some key words to define success. The facilitator writes them in the blackboard. If words such as *personal achievement*, *fulfilment*, *goal*, *challenge*, *effort*, etc. have not been included, the facilitator will add them in the blackboard.

#### 2nd part

1. The facilitator asks women to remember and recognise 3 successful experiences of their life. Women will choose three successful experiences that adjust to the statement "I have achieved something important to me".
2. The facilitator asks women to draw their "Successes Tree". In order to ease the process, the facilitator can draw a tree in the blackboard as an example. The branches represent the successes. The fruits of the branches will represent the benefits obtained with the experience and the trunk of the tree will represent the skills or abilities that contributed to achieve the success. The roots will represent what was indispensable to reach the success in terms of knowledge and attitudes. The tree can be drawn freely, but it needs to have 3 branches, each one representing a success. The facilitator will support women along their process to develop and organise their ideas.

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<sup>13</sup> Taken from: Camarasa, M., Sales, L., 2013



### 3rd part

1. Once all women have finished their “successes tree”, one by one they will have 5 minutes to present it to the group. The facilitator will explain that these trees are alive and can grow and be nourished by new experiences.
2. The group can ask questions about the trees. They should pay attention to the skills and knowledge that they hear in each story. The woman receiving feedback listens carefully and does not reject any positive comment about her knowledge, attitudes and abilities. She may use feedback to decide which attributed strengths she wants to accept and make part of her identity and self-description.
3. The facilitator will empower the women by explaining that when some abilities, knowledge and competences appear several times in one particular tree, it means that these elements are this woman’s “anchor”, the ones that will help them to develop their competences.
4. To end the activities, women have to choose one, two or the three success experiences and write on a paper sheet “My competences for success are...”. In the centre of the sheet they have to include the success experience and around it they have to add the competences associated to achieving this success.

## TIME AND RESOURCES

<b>TIME</b>	120 minutes
<b>MATERIALS AND RESOURCES</b>	Cardboard, pen, coloured pens, post-it notes, blackboard.



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## Tool 8. Talent exchange market<sup>14</sup>

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### OBJECTIVES

- ✓ To support women to recognise their own skills and strengths and talk about them.
- ✓ To train the communication, self-knowledge and self-confidence competences

### STEP-BY-STEP IMPLEMENTATION

1. The facilitator asks women the following question: “If there was no money and you could buy everything you need and pay only by donating work, which work or activity would you offer to others?”
2. The facilitator gives examples to make the exercise understandable and name the greatest possible range of activities and skills (e.g. *earrings making, translating of another language, cheering up, dancing.*).
3. The facilitator writes the work offers on scraps of paper by each woman. Then, all women “exchange their talents” with the others, which means that each woman should talk about her offers or proposals.

### TIME AND RESOURCES

<b>TIME</b>	40 minutes
<b>MATERIALS AND RESOURCES</b>	Papers, pens, flipchart, markers

Facilitation tips: It is suggested that in the next session of the program there is a follow-up of this activity recovering the talents that appeared in the discussion.

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<sup>14</sup> Taken from: Camarasa, M., Sales, L., 2013



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## Tool 9. Gift of notes<sup>15</sup>

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### OBJECTIVES

- ✓ To support women recognize their own skills and strengths
- ✓ To train the self-knowledge and self-confidence competences

### STEP-BY-STEP IMPLEMENTATION

1. The facilitator writes on the blackboard the question: “Why do I like you”. The purpose of this question is that each woman thinks and replies it with relation to each one of the other women in the group.
2. Each woman has a blank paper stuck on her back. Then, all women walk through the room and stick Post-it notes on the back of the other women with an answer to the question “Why do I like you”.
3. Once all women have written their responses to each other woman’s back, each woman takes her poster (the Gift of notes). Each woman reads the answers given in the post-its referring to herself and reflects on them.
4. Then the facilitator asks women if they agree on the positive things that are written on the paper, if they see themselves in a similar way or not and if they think that something is missing.
5. Each woman can keep her paper as a Gift of notes.

### TIME AND RESOURCES

<b>TIME</b>	40 minutes
<b>MATERIALS AND RESOURCES</b>	Adhesive tapes, sheets of paper, post-it notes, pens

*Facilitation tips:* It is important that the facilitator gives some examples as some women may find difficult to find positive skills of all the other women.

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<sup>15</sup> Taken from: Camarasa, M., Sales, L., 2013



## Tool 10. Let's use our inner resources

### OBJECTIVES

- ✓ To introduce women with the concept of leadership
- ✓ To support women's imagination in relation to job opportunities: vision development
- ✓ To start thinking about our problem as an opportunity
- ✓ To present them the process of transforming an idea into action

### STEP-BY-STEP IMPLEMENTATION

#### 1. Presentation of the concept of leadership

The facilitator may explain the following regarding the concept of **leadership**.

Leadership is based on several basic principles:

- the ability to develop an idea
- to attract and lead the people towards its implementation, helping them to develop their qualities and
- directing them to reach their goals

#### Elements:

- Vision development - participants learn how to specify their ideas, taking into account intermediate goals they set up and the resources at their disposal
- Communication - participants explore opportunities to influence and experiment with different types of relationships to feel more confident among different people, roles and environments.

It is an essential tool for building trust with the team, directors, customers, colleagues. The communication effectiveness is improving through active listening, quality and accurately raised questions and clear messages

- Decision making – participants will have to take difficult decisions in their life and need methods and tools to help them. The ability for decision-making is closely related to the concept of "problem solving" and systematic thinking, but turns into action when added determination and responsibility.
- Execution/ implementation/action - it is important to understand how the planning, control and the organization can help or hinder the achievement of the objectives / results

Today the concept of leadership requires *more listening, emotional balance, integration of diversities, support, mentoring/couching*. Through the partnership with the mentor/coach, the women find their own solutions, take responsibility and motivation to begin to realize them.

#### 2. Let's use our inner resources

In order to put into practice several elements of leadership, the facilitator proposes the following tool.



The facilitator invites everyone to consider and write on a sheet of paper the resources they might have, and which can help them to start their own business – e.g. free room, land, computer, special knowledge about something and so on.

The next question for women is “Can you use the resources of other people - your friends, acquaintances or neighbours to create your own business?” For example, waste materials, obsolete stocks of something, backup car, church kitchen, a specific skill or experience

Question: What about resources in your area / village, e.g. interesting places, beautiful and unusual places, local people with specific skills or habits?

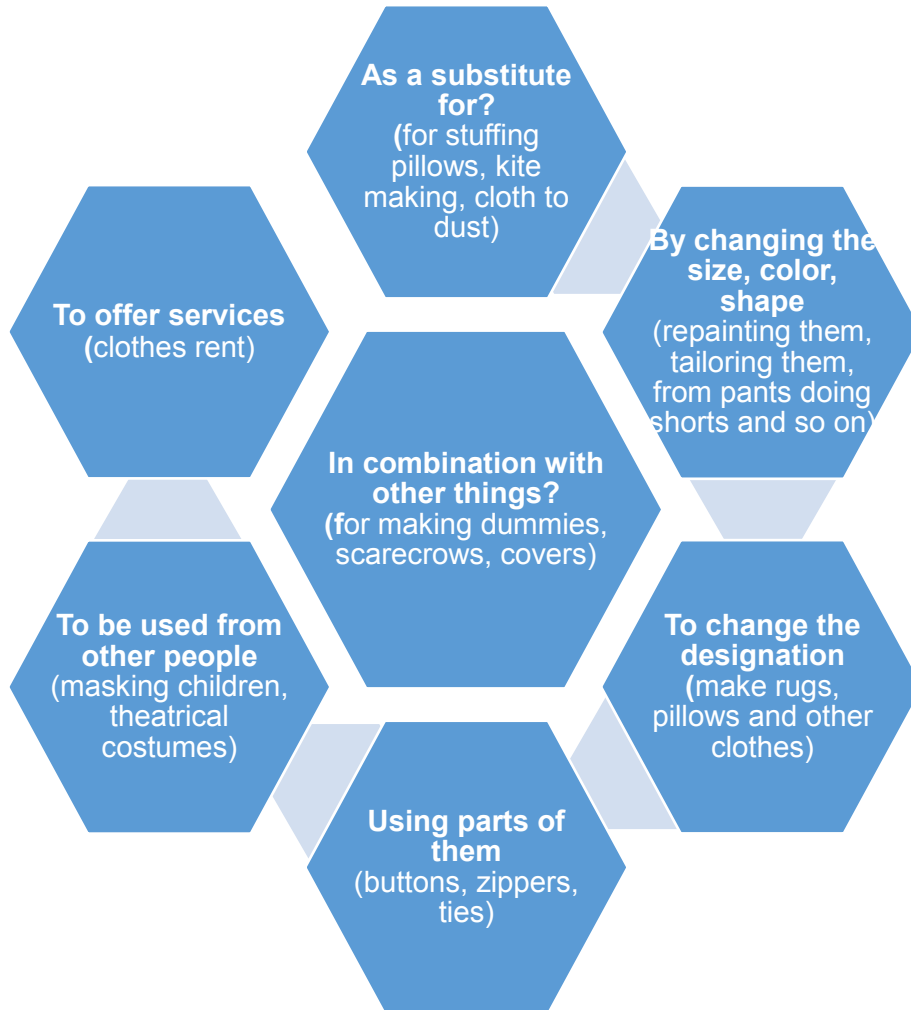
After each woman describes her resources the facilitator offers a common exercise for developing a business using old, outdated or unwanted already clothes, that everyone have at home. As a brainstorming every woman is invited to share her answers of the following question: **What can I do with the unwanted already clothes?** The facilitator writes the answers on the flipchart. After the last answer she distributes the handout, which shows some possible ideas

After examining the example, the facilitator asks women to return to their resources and to pick up one idea for their own business; to write it in the middle of the sheet and put around a conceptual map of all they think as a possible activity.

TIME AND RESOURCES	
<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Sheets of paper, pens



## Handout Let's use our inner resources: What can be done with unwanted clothes





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## Tool 11. The Bus

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### OBJECTIVES

- ✓ To foster the identification of the external and internal resources available for the achievement of one's own life project.
- ✓ To value one's own identity through one's origins, birth, name.
- ✓ To get to know and/or identify the people one can rely on and provide support in one's life.
- ✓ To identify one's own needs, objectives and projects
- ✓ To identify obstacles in one's life project
- ✓ To get to know and/or recognize one's strengths, values, competencies.

### STEP-BY-STEP IMPLEMENTATION

This activity allows women to reflect on their current situation and their future plans, to identify key people in their social networks, the obstacles they face and the facilitating elements in their journey. It also allows women to imagine themselves taking charge of traditionally male jobs.

1. The facilitator explains the objectives of the activity and gives one handout to each participant. Then she gives each one a sheet of paper, pens and markers.
2. Women answer the questions on the handout by drawing their bus, as the vehicle that will take them to their goals (the bus engine is made up of their personal strengths and moves with the help of those people support her in their life). Women write their name on the bus's license plate and draw a signal where they will write the destination (or destinations) they want to reach. In this way each question can be answered through a drawing. If women prefer, they can write instead of drawing.
3. Once they finish, they share with the group how they felt.
4. In the discussion, the facilitator puts special emphasis on the recognition of strengths and competencies each woman has to carry out her projects.

### TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	Big poster boards, colour markers, pens

## Handout The Bus



Draw a bus.

This bus has the mission to take you to the destination that you decide.

You just have to write the technical specifications of your bus, including the following information:

1. Place of departure of the bus and license plate (place and date of birth)
2. Characteristics of the vehicle, brand and type (name, surnames, self-identification by choosing one or two adjectives that describe you)
3. Who drives the bus? You? Other people
4. What important people are traveling with you? Where are they seated: before you, behind you, next to you?
5. How fast is your bus going?
6. Where is your bus going? (What are your goals, goals, dreams)
7. Are there obstacles on the road? (What do you think are now the difficulties to reach your goals)
8. How much traffic is on the road? The traffic lights are in red (stop!), in amber (alert!) or in green (forward!)
9. What fuel will you use? How much is your energy now to keep going?
10. What do you have in the trunk? (Everything that you have learned, which is yours and was useful for you to keep going: values, strengths, competencies)



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## Tool 12. My professional interests

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### OBJECTIVES

- ✓ To support women in the transference of life skills into professional competence
- ✓ To support women in the definition of their professional plan
- ✓ To reinforce motivation to work

### STEP-BY-STEP IMPLEMENTATION

1. The facilitator distributes among participants cards with the words on handouts 1, 2 and 3 and asks participants to choose the activities that they like to do the most, where and how. There must be enough copies so that they are able to choose.

2. Participants share their choices with the group. The following questions can be used for reflection:

- Why did you choose these activities and not others?
- Are all you equal in terms of your goals and preferences?
- Being a woman has conditioned your choice? How?
- Is it possible or easy to choose other activities that are not typically associated to being a woman?

### TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Handouts, pens

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## Handout 1 My professional interests: What I like to do

TO ADVISE	TO READ
TO BUY	TO RESEARCH
TO CATALOGUE	TO SEARCH FOR INFORMATION
TO CLEAN	TO SELL
TO COMB	TO SING
TO COMMUNICATE	TO SOW
TO COOK	TO SPEAK
TO COOPERATE	TO STUDY
TO DECORATE	TO TAKE CARE
TO DEFEND	TO TALK TO CUSTOMERS
TO DESIGN	TO TALK TO PEOPLE
TO DRAW	TO TEACH
TO DRIVE	TO TRANSLATE
TO ENTERTAIN	TO TRAVEL
TO FILE	TO USE THE COMPUTER
TO FIX (things)	TO WRITE
TO GROW	TO
TO HEAL	TO
TO HELP	TO
TO INTERVIEW	TO
TO MANAGE	TO
TO ORGANIZE	TO

## Handout 2. My professional interests: Where I would like to do these activities

A LARGE COMPANY	OFFICE
A PRIVATE COMPANY	OTHER
A SMALL COMPANY	OUTDOORS
ARTIST WORKSHOP	PHARMACY
CONSTRUCTION SITE	PRINTING HOUSE
COOPERATIVE	PUBLIC ADMINISTRATION
DEPARTMENT STORE	RESTAURANT
FACTORY	SCHOOL
HOSPITAL	SMALL SHOP
HOTEL	STORE
HOUSE	
INDOORS	
KINDERGARTEN	
LABORATORY	
LIBRARY	
MEDIA	
MY OWN COMPANY	
NEWSPAPER	
NGO	

## Handout 2. My professional interests: How I would like to do these activities

WITH PEOPLE IN GENERAL	FULL TIME
WITH CHILDREN	PART TIME
WITH YOUNG PEOPLE	SOME HOURS
WITH ADULTS	MORNINGS
WITH ELDERS	AFTERNOONS/EVENINGS
TALKING TO CUSTOMERS	SHOPPING HOURS
NOT TALKING TO CUSTOMERS	FLEXIBLE WORKING HOURS
WITH ANIMALS	FIXED WORKING HOURS
WITH MACHINES	SHIFTS
WITH VEHICLES	FROM MONDAY TO FRIDAY
USING LANGUAGES	FREE DAYS DURING THE WEEK INSTEAD OF WEEKENDS
WITH RESPONSIBILITY	A MINIMUM SALARY OF..... € / MONTH
FREELANCE OR ON MY OWN	NIGHTS
WORKING AT HOME	AVAILABILITY TO TRAVEL
TELEWORK	AVAILABILITY TO MOVE TO ANOTHER TOWN
FAR AWAY FROM HOME	AVAILABILITY OF MY OWN CAR
ONE FIXED PLACE OF WORK	
SEVERAL PLACES OF WORK	





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## Tool 13. Incentives to work<sup>16</sup>

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### OBJECTIVES

- ✓ To support women in the definition of their professional plan
- ✓ To reinforce motivation to work

### STEP-BY-STEP IMPLEMENTATION

The Facilitator asks participants to finish the sentence “It is important for me to work because...”.

The facilitator writes the list of suggested reasons. Some of the ideas that may come up are:

- It is important for me to work so I can have my own money.
- It is important for me to work because I have to support my family.
- It is important for me to work in order to avoid unpleasant consequences.
- It is important for me to work to realize some of my desires.
- It is important for me to work to learn new things.
- It is important for me to work to feel useful.
- It is important for me to work because I will develop my skills further.
- It is important for me to work to meet people.
- It is important for me to work to have something to do.
- It is important for me to work to recognize my skills and my value.

Then participants decide individually which reasons are the most important for them and share the results with the group.

The tool may be used individually by giving the list of reasons to the survivor and asking her to rank the options from 1 to 6, from most important to least important for you.

### TIME AND RESOURCES

<b>TIME</b>	30 minutes
<b>MATERIALS AND RESOURCES</b>	Blackboard, handouts

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<sup>16</sup> ADAPTED FROM WCK - Step A / Tool 3: Exercise incentives to work (Source: Equal ANDROMEDA)

## Tool 14. Personalized competence-based CV for the empowerment of women

<b>TIME</b>	3 hours
<b>MATERIALS AND RESOURCES</b>	Handouts, pens

### OBJECTIVES

- ✓ To explore systematically women's work and life experiences in order to identify competences and start thinking about CV preparation and job search.
- ✓ To support women, especially those with a low educational level and no working experience, to find out their informal and non-formal skills and knowledge, identify their interests and empower them to make a next step in the definition of their professional plan.
- ✓ To empower women who do not have a long working experience or gaps in their work experience (for example, during situations of violence) and lack information on how to write a "standard CV" for eventual career change.

### STEP-BY-STEP IMPLEMENTATION

The "standard" CV format that is usually used for interview preparation tends to include the following elements:

1. Personal Profile
2. Aim
3. Education
4. Work experience
5. Non-Profit Works / volunteer works
6. Language Skills
7. Interests / hobbies
8. References.

Women with a low level of education, little working experience, gaps in their experience or no working experience at all usually lack information on elements 3, 4, 5 and 6. Seeing these missing elements in their CV can be rather de-motivating. So the job of the counsellor/facilitator is to motivate participants by making visible the qualities and skills they already have. By this the counsellor not only gives women a stronger self-esteem but also raises their motivation for further learning or volunteer work.

An adapted form of competence-based CV can be later used for job search.

The facilitator distributes the handouts and asks participants to write their CVs. The facilitator provides support. A second professional (note-taker) will be helpful to help the facilitator to systemize information after each workshop.



## TIME AND RESOURCES

<b>TIME</b>	3 hours
<b>MATERIALS AND RESOURCES</b>	Handouts, pens

## Handout Personalised competence-based CV

To get a job you need to know what knowledge, experience and proficiency you have. (Proficiency means the abilities, talents, skills to do something) It helps you find a job that suits you. Sometimes it is hard to see your own strengths with a critical eye. In this exercise, you together with your supervisor, identify all of your knowledge, experience and skills.

1.1. You have many roles in your life. You might be the mother, sister, daughter, aunt, grandmother... In these roles you do different tasks. Think about what you do, what things / tasks you perform, and write them down.

Write down the roles that you have in your family:

Your name: \_\_\_\_\_

Role 1 (Daughter)

\_\_\_\_\_

Role 2 (Mother)

\_\_\_\_\_

Role 3  
(Sister/grandmother/aunt/relative)

\_\_\_\_\_

Write down the tasks you do in the different roles:

Task 1:	Task 1:	Task 1:
Task 2:	Task 2:	Task 2:
Task 3:	Task 3:	Task 3:
Task 4:	Task 4:	Task 4:
Task 5:	Task 5:	Task 5:

Write down what knowledge, skills and attitudes are necessary to be able to perform / do tasks:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:



1.2. You may have some free time, a hobby. What hobby and interests do you have? What knowledge and skills are required for your hobby?

Write down your favourite hobby or your main interest.

Your hobby: \_\_\_\_\_

Task 1  
\_\_\_\_\_

Task 2  
\_\_\_\_\_

Task 3  
\_\_\_\_\_

Write down what knowledge and skills are necessary to be able to perform / do tasks:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:



1.3. What skills did you get in school?

Write down which schools and programs you have gone for:

Level of education: \_\_\_\_\_

School 1  
\_\_\_\_\_

School 2  
\_\_\_\_\_

School 3  
\_\_\_\_\_

Write the knowledge you have gained in school:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained in school:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:



1.4. What knowledge and skills have you gained on other courses?

Write what other courses you have studied

Level of education: \_\_\_\_\_

Course 1  
\_\_\_\_\_

Course 2  
\_\_\_\_\_

Course 3  
\_\_\_\_\_

Write the knowledge you have gained on courses:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained on courses:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:





1.5. What knowledge, experience and proficiency has your previous job given you?

Write down your previous jobs:

Sphere: \_\_\_\_\_

Job 1

\_\_\_\_\_

Job 2

\_\_\_\_\_

Job 3

\_\_\_\_\_

Write the tasks (duties) that you have had on your previous job:

Task 1:	Task 1:	Task 1:
Task 2:	Task 2:	Task 2:
Task 3:	Task 3:	Task 3:
Task 4:	Task 4:	Task 4:
Task 5:	Task 5:	Task 5:

Write the knowledge you have gained on your previous job:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained on your previous job:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:

1.6. You may have also worked as a volunteer (unpaid and voluntary work). What knowledge, experience and proficiency you have gained by working as a volunteer?

Write about your experience of volunteering (if you have):

Sphere: \_\_\_\_\_

Job 1  
  
 \_\_\_\_\_

Job 2  
  
 \_\_\_\_\_

Job 3  
  
 \_\_\_\_\_

Write the tasks (duties) that you have had while volunteering:

Task 1:	Task 1:	Task 1:
Task 2:	Task 2:	Task 2:
Task 3:	Task 3:	Task 3:
Task 4:	Task 4:	Task 4:
Task 5:	Task 5:	Task 5:

Write the knowledge you have gained while volunteering:

Knowledge 1:	Knowledge 1:	Knowledge 1:
Knowledge 2:	Knowledge 2:	Knowledge 2:
Knowledge 3:	Knowledge 3:	Knowledge 3:
Knowledge 4:	Knowledge 4:	Knowledge 4:
Knowledge 5:	Knowledge 5:	Knowledge 5:

Write the skills you have gained while volunteering:

Skill 1:	Skill 1:	Skill 1:
Skill 2:	Skill 2:	Skill 2:
Skill 3:	Skill 3:	Skill 3:
Skill 4:	Skill 4:	Skill 4:
Skill 5:	Skill 5:	Skill 5:



## Tool 15. Competence analysis and action plan

### OBJECTIVES

- ✓ To support women in summarising their competence analysis
- ✓ To support women in taking decisions regarding their professional goals.

### STEP-BY-STEP IMPLEMENTATION

The facilitator asks participants to think about what they worked on the previous sessions on competences and professional interests.

Then she distributes the handout and asks women to write the competences they have, those competences that they think they could improve to integrate in the labour market and the steps they could take to achieve this improvement.

After individual work, participants share the results with the group.

The facilitator helps participants to match their competences to specific jobs, according to their interests.

The results of this activity will be included in each woman's personal file in order to carry out a more precise analysis of job offers and support her in job search and further training.

### TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	Handouts, pens



## Handout Competence analysis and action plan

WHAT DO I HAVE?	WHAT COULD I IMPROVE?	HOW CAN I DO IT? Steps I should take
Training		
Work experience		
Competences		



## Developing key areas/competences

### Tool 16. Stop! Set your limits

#### OBJECTIVES

- ✓ Getting to know one's body boundaries
- ✓ Learning to preserve the interpersonal space
- ✓ Learning to set limits
- ✓ Developing assertiveness and communication skills

#### STEP-BY-STEP IMPLEMENTATION

Bodywork group session. Participants learn to defend their own personal and body space by detecting body signals that they find pleasing and those that bother them or are invasive.

Through this exercise, women observe and analyse the ability to set their own limits when someone approaches them. At the same time they learn to be bodily assertive and transfer this assertiveness to verbal communication.

1. Participants divide into two groups of the same size.
2. Each group is placed in front of the other, leaving an approximate distance of 5 to 8 meters.
3. The first group gets instructions that each one of them must approach the woman in front of them in the other group in a straight line and with different kinds of intention (friendly, happily, invasively, aggressively...). These intentions must be expressed clearly.
4. The women in other group get the instructions that if they feel invaded they should stop the woman who approaches them, or if they find their presence pleasing, they should allow them to approach to them.
5. The roles are exchanged so that all women to go through both groups.
6. At the end of the exercise, participants are invited to share how they felt, if they had difficulties to set their limits what approaching attitudes found easier to handle.

#### TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Big room



## Tool 17. Being assertive at work

### OBJECTIVES

- ✓ To understand what assertiveness is
- ✓ To analyse the situations where there are difficulties to be assertive, especially in job searching and job contexts
- ✓ To promote assertive communication and develop communication and negotiation skills

### STEP-BY-STEP IMPLEMENTATION

Assertive communication facilitates social relationships. Developing this competence is necessary for the recovery of IPV survivors. This tool focuses on transferring assertive abilities in everyday life to job search/work situations.

The facilitator provides an explanation about what assertiveness is and how it is put into practice.

Participants think of situations in job search (e.g. a job interview) or the workplace where they had difficulties or had to be assertive and choose one of them.

Women organise in pairs to role-play the situation. After 20 minutes they do the role-play before the rest of the group. The aim of is to represent the situation feeling empowered and understanding that we are able to communicate in such a way that we defend our rights.

Finally, the facilitator asks participants to express in a word their feelings and evaluate the activity.

### TIME AND RESOURCES

**TIME** 2 hours

**MATERIALS AND RESOURCES** None



## Tool 18. Visualising and thinking positively

### OBJECTIVES

- ✓ To train participants on visualisation and positive thinking.

### STEP-BY-STEP IMPLEMENTATION

#### 1. Visualising

The facilitator explains that athletes visualize themselves daily in their important matches and races. They create clear pictures of how they feel, what obstacles there are in their paths, and how they overcome them. As a survivor, the ability to visualize oneself overcoming obstacles can be really useful in the job search and in other areas of life. You can visualize mentally or through creating visual displays of your goals.

Then the facilitator invites participants to a guided visualization exercise focusing on interviews, the job offers you'll receive, and the first day at your new job. She asks: "What do you visualise?" and after some minutes participants share their visualisations.

The facilitator goes on with creating an empowerment mind-set in the next step.

#### 2. Thinking positively

The facilitator explains: "We have 40,000 to 60,000 thoughts a day. Most of them are reactions and old patterns of thinking. We often feel out of control of our thinking. Many might often feel controlled or constrained by former reactions or old patterns of thinking. You're not. You can actually pause and choose thoughts. Brain science shows that this leads to positive outcomes more quickly than letting negative thoughts collect."

The facilitator distributes the handout with questions and leaves 20 minutes for the participants to think of events in their life they can insert in the different statements. After the exercise, she invites participants to explain how they feel.

### TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Handout





## Handout thinking positively

***First, we must capture our automatic negative thinking about the job search.***

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***Second, we must remember times that we felt good, strong, and confident, even if they are not related to the job search.***

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***Third, we can identify positive thoughts that feel good to us to focus on throughout the job search process.***

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## Gender awareness

### Tool 19. Being a woman

#### OBJECTIVES

- ✓ To understand and become aware of the roles that society assigns to women.
- ✓ To analyse the sexist messages of the media
- ✓ To understand how these stereotypes have affected participants' own life history

#### STEP-BY-STEP IMPLEMENTATION

Group session of analysis and awareness-raising on preconceived ideas about men and women and how they have affected the lives of women.

The facilitator makes a brief introduction about the roles assigned to women throughout history. Then she opens discussion on the following:

- How do you think women are?
- How do you think men are?

The answers are analysed and the facilitator may then ask if each feature may be presents both in men and women.

Then she starts another discussion: What image do you think the media (especially advertising) give you about women's and men's roles?

To answer this question, participants make a collage of advertising images from magazines and television ad videos representing women and men.

They discuss the different roles, paying attention to the objectification of women and the sexist messages.

Finally, the facilitator asks: Being a woman, what difficulties or advantages did you have?

To answer this last question participants make a mural with two columns: advantages and difficulties. Each woman writes or draws in each column their advantages or difficulties

#### TIME AND RESOURCES

##### TIME

2.5 hours

##### MATERIALS AND RESOURCES

Discriminatory and sexist images from advertising on magazines or newspapers, and TV ad videos. Materials to making a mural: brown paper, markers and coloured pencils.



## Tool 20. Structural, personal and competence factors

### OBJECTIVES

- ✓ To support women to understand the differences between structural, personal and competence factors.
- ✓ To raise awareness on the existence of structural factors restricting women's opportunities.
- ✓ To support women to identify the structural, personal and competence factors affecting their individual situation.
- ✓ To raise awareness on the common problems and strategies among women.
- ✓ To reinforce individual and collective initiative and support among women.

### STEP-BY-STEP IMPLEMENTATION

The facilitator asks women to think about things they want to do in their life (for example, having a job, a nice house, children, etc.). They make a list with all their wishes.

Then they think about possible obstacles they find to make their dreams come true (for example, they are not able to find a job because there is a lot of competition in the labour market right now).

After all women have reflected about their dreams and obstacles, participants share their thoughts in the class and the facilitator collects ideas in the following table:

What we want to do	What prevents us from doing it

This will allow women to see that many of the wishes and difficulties are shared among several participants of the group.

Then the facilitator will label the obstacles that came out during the session and organise them in three groups: personal factors, structural factors and competence factors (see table 1 as an example). The facilitator explains the three types of elements in basic terms:

- ✓ Structural factors: things that many of us share and we can't change individually, but may be changed over time with collective action. The facilitator may comment that it is obviously very common that we can't have many of the things we want.
- ✓ Personal factors: things that are particular to our individual situation and we may be able to change or not. They may also be related to structural factors.
- ✓ Competence factors: things that speak about our individual knowledge, abilities and attitudes and that we can change.



This will help women to understand what they may be able to change in their life and what they should be able to negotiate with. From a gender and intercultural perspective, a special emphasis is given to inequalities related to gender and origin discrimination, which limit the personal development opportunities of women. This analysis is useful to assess employability, opportunities and limitations in lifelong learning, personal development, social inclusion and a variety of contexts and situations.

After all factors have been identified, the facilitator opens a discussion about what can participants do to overcome the different obstacles listed and makes a list on the blackboard (see an example in table 2 the handout). This will allow participants to start to see their individual objectives related to their personal project. It will also help participants to see that structural difficulties can be compensated with the development of individual competences, and what kinds of collective action may help reduce structural inequalities.

## TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	A blackboard, pens, paper, markers.

## EXAMPLES

**TABLE 1. STRUCTURAL, PERSONAL AND COMPETENCE FACTORS**

Structural factors	Personal factors	Competence factors
Economic crisis	Having three children to take care of, and no support.	Not being able to use a computer

**TABLE 2. WHAT TO DO ABOUT THE DIFFERENT FACTORS**

Factor	Type of factor	What to do
Economic crisis	Structural	Being informed about the situation, sharing concerns and support strategies with other people...
Having three children to take care of, and no support.	Personal	Asking a friend to take care of my children once in a while...
Not being able to use a computer	Competence	Trying to find a free computer course, asking my daughter to teach me...



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## Tool 21. Activity mapping

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### OBJECTIVES

This tool and the following one consist in participatory activities aimed to foster women's reflexion and discussion around the uneven burden of unpaid care work on women and the impact on their lives and rights. The tools have been taken and adapted from a training curriculum for community facilitators based on the Reflection-Action methodology<sup>17</sup> developed by ActionAid International and IDS in collaboration with Oxfam GB<sup>18</sup>. The two tools included in the present toolkit can be used with groups of women of any literacy level involved in an economic empowerment path. We believe in fact that conscientisation on the value of unpaid care work and on the necessity to distribute it more equally between families and institutions and between men and women should be considered a necessary part of a broader process of women's empowerment.

This tool looks at the different activities that women and men do each day and how this contributes to the local economy.

Participants see that care for people is a critical part of the economy even if this is not paid work. Participants also begin to discuss the division of labour between women and men and why some activities are more often done by women rather than men and vice versa. This tool asks participants to think about all the activities they do in their daily life and map this out on cards for participants to categorise. This includes activities such as cooking breakfast, resting, paid work, sport activities.

### STEP-BY-STEP IMPLEMENTATION

Step 1: In a group discussion participants list out ALL of the activities that normally do during the day.

Step 2: Participants draw, or write if they can, one activity per card. Men and women will be given different coloured cards – for instance, men may receive green cards while women receive yellow cards. If it is a women-only group ask them to also write down or draw activities that men do normally on different coloured cards.

Step 3: The facilitator then asks 'Which of these activities helped you to take care of your family and friends?'

Step 4: The participants then group these activities together including the four categories – housework, care of children, care of adults (see table below). The facilitator places a card above these activities titled 'Care for people'

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<sup>17</sup> [www.reflect-action.org](http://www.reflect-action.org)

<sup>18</sup> ActionAid, IDS, Oxfam, *Redistributing care work for gender equality and justice - a training curriculum*, June 2015:  
[www.actionaid.org/sites/files/actionaid/redistributing\\_care\\_work\\_final\\_0.pdf](http://www.actionaid.org/sites/files/actionaid/redistributing_care_work_final_0.pdf)

Step 5: The facilitator then asks, 'Which of these activities are paid or generate income?'

Step 6: Participants then group these activities together and the facilitator places a card above these titled 'Paid work'.

Step 7: 'Which activities do you do in your leisure time?'

Step 8: Participants then group these activities together and the facilitator places a card above these titled 'Recreational activities'.

Step 9: 'Which activities relate to resting and taking care of yourself?'

Step 10: Participants then group these activities together and the facilitator places a card above these titled 'Rest and self-care'.

**Table: Activity categories**

Paid work	Doing wage or salary work
	Working in own/family small business
	Producing products for sale/market
	Small-scale trading
	Domestic worker
Care for people (unpaid care work)	Housework (preparing food/cooking, cleaning the house, washing clothes, shopping for food and household products)
	Care for children (feeding, bathing and dressing a child, playing with a child, helping a child with school work, accompanying a child to school or clinic or any other public service, moral support, community work)
	Care of adults (feeding, bathing a disabled, old or sick adult, accompanying an adult to health clinic or any other public service, moral support, community work)
Recreational activities	Learning (attending adult education class, doing homework)
	Social and cultural (socialising with friends and family, praying, attending a ceremony (e.g. funeral), attending a sport event, doing sports/other hobbies)



	Mass media use (watching TV, listening to radio, using the internet, reading newspapers, using mobile phones)
Rest and self-care	Sleeping (sleeping, resting in bed)
	Other self-care (eating or drinking, dressing oneself, washing oneself, receiving healthcare)

**Critical questions:**

- Is there anything missing from this activities mapping?
- Does this activity mapping capture the main activities that you see in your community?
- Identify those activities that take up the most time for you.
- As women’s cards and men’s cards will be different colours it will be visually clear which activities men and women spend more time doing.
  - What activities do men and women do that are the same? What activities do men and women do that are different, and why?
  - What activities do girls and boys participate in?
  - How much time do women and men spend on different activities?
  - Can both men and women do the care activities listed here?
  - Are there activities that are done more by younger women?
  - Are there activities that are done more by older women?
- How does the quantity of money you have affect how much time you spend on care work activities?
- Which of these activities do you do at the same time?

**Power issues to consider:**

**Gender:** Having different colour cards for women and men will immediately show the similarities and differences between their activities. In most cases women and girls will be more involved in care work activities than men and boys. You will likely find that men have more time for paid work either as agricultural labourers, factory workers, traders etc. Many women will be involved in paid work and in unpaid work such as subsistence agriculture. Here facilitators want to show that women are involved in paid and unpaid work alongside unpaid care work. To deepen the analysis facilitators can ask:

- What is the value of the unpaid and care activities?
- How does that impact on how we see women’s and girls’ contribution to the economy/community?

**Age:** Children and youth may have different activities than women and men as they may be in school rather than working. However, girls may be asked to carry a heavier care workload compared to their brothers or other male components of the family. Older women may also have to take on more care work than older male relatives.



**Disability:** People who are disabled or challenged physically and mentally and those who may be sick (due to old age or a disease) are often care responsibilities for other members of the household. This would imply increased unpaid care work for other household members and they may need to access community care and support.

**Class:** Some people in the community will also be able to pay for care services and goods while others will not. For instance, richer community members might be able to pay for electricity or hire domestic workers in their households to help with the cooking and taking care of children. This will mean they spend less time on care work than poorer households.

**EXPANDING THE DISCUSSION:**

**Care for people – can it be paid for?** Yes – care work can be paid for such as hiring a domestic worker or paying for a childcare centre. Cooking in a restaurant or nursing for patients in a hospital are all examples of paid care work.

**How do salaries for paid care work compare to the salary of an engineer or a politician?** Salaries for care-related work are often much lower as they are assumed to require low levels of skill even though they have many benefits for the community. This can show that paid care work is often undervalued and underpaid despite its contribution to the economy.

**Should all work related to the care for people or the environment be paid for?** Not all unpaid care work should be paid for – i.e. care of one’s own children, taking care of an elderly parent, protecting a community’s river and forests.

A note on the monetisation of care – This module does not suggest that all unpaid care work should be paid for. The strategy is to recognise care work, reduce it and most especially redistribute it so that care work is not concentrated on women and girls alone. It is also important to consider that even when care work is paid it is underpaid because it is considered women’s work and is less valued. Therefore in the case of paid care workers, such as domestic workers, nurses or childcare providers, we want to see them earn a living wage because the care provided benefits individuals and society as a whole.

**TIME AND RESOURCES**

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	Coloured cards, pens, brown paper



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## Tool 22. The care work share square – how can care work be shared?

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### OBJECTIVES

**Description:** the idea of collective responsibility is depicted by distributing personified roles (i.e. husband, daughter, civil servant, etc.) amongst participants for the person sitting in the middle, the caregiver, to list the number of actors that can support and share her care work towards the achievement of her rights.

**Objective:** to introduce the idea that care is a collective responsibility that involves not only households, but also the private sector and, especially, the state. To introduce the state as the key duty bearer responsible for addressing the unequal distribution of care work and systemic gender inequality and injustice.

### STEP-BY-STEP IMPLEMENTATION

#### Steps for using the tool:

Step 1: Participants choose the care work activity that they most want to be distributed, for instance, child care, caring for ill people, cooking or water collection. The facilitator asks: who are the people doing this task now? (i.e. mother, eldest daughter). The caregiver named is situated in the middle of the square. The selected care activity is represented with a symbol and located in the caregiver's hands. A real case, a participant from the circle, can be used.

Step 2: Around the person four areas are drawn. The facilitator now presents the first two areas. One is the household (i.e. family) and another one the community (i.e. neighbours, friends, NGOs, religious organisations, elders' council). Participants choose symbols for the two spaces.

Step 3: Participants are then asked to think of people from the household and community that are helping the person in the middle to do the selected care activity (i.e. child care) besides the person in the middle.

Step 4: The facilitator now presents the other two areas around the person sitting in the middle, one is the state (i.e. local government/municipality) and another one the private sector (i.e. employer, markets, shops). Participants are then asked to think of people from the state and the private sector that are helping the person in the middle with the selected care activity. For instance, in the case of the state, this could be a school teacher, a nurse, a local councillor who has brought a childcare facility to the area. For the case of the private sector, this could be an employer who has included a childcare facility in the workplace or a local business providing paid childcare services (in this case, the facilitator can remind that paid services should not substitute state free public services when it comes to care, especially in poor areas).

**Critical questions:** Ask the person in the middle about the real situation:

- Do you have few or many people sharing your caring task?
- The people around you, do they also do lots of other care work and have no time for other non-care activities (i.e. eldest daughter, nurse in the local clinic)? Or could they do more?

**Ask the person in the middle about the ideal situation:**

- An ideal care work share square can be drawn by adding more people so that care work can be better shared and distributed. Who else could do this task in the four different squares? This would allow those presently doing the task to take less time/physical strain/money to complete the caring task.
- Is there someone missing in the family and community that could do more care work (i.e. men and community groups)? And in the state (i.e. more nurses) and private sector? The facilitator should make sure that the state square is filled up with ideas since the state is a key actor for redistributing care work, especially in areas where people cannot afford to pay for care services.

The facilitator can close with the key idea that care is everybody's responsibility and we cannot leave one or several people to do it all, as this is unfair and leads to violations of their human rights.

**Tip for the facilitator:** If the group is interested in learning more about how care is included in human rights documents consider sharing this brief summary with them: 187 out of 194 countries have ratified the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW). CEDAW explicitly recognises women's disproportionate responsibility for some aspects of care and the impact this has on their human rights:

*“The responsibilities that women have to bear and raise children will affect their right to access education, employment and other activities related to their personal development. They also impose inequitable burdens of work on women... Relieving women of some of the burdens of domestic work would allow them to engage more fully in the life of their communities. Women's economic dependence on men often prevents them from making important political decisions and from participating actively in public life.”*

Governments are therefore responsible for ensuring that the responsibility for care does not encroach on fulfilling women's rights, while also guaranteeing those in need of care can access good quality care provision. Many other internationally agreed human rights obligations are also relevant. For instance, governments have an obligation to respect, protect and fulfil all the human rights contained in the International Covenant on Civil and Political Rights and International Covenant on Economic Social and Cultural Rights 'without discrimination of any kind'. This means that governments must ensure that women are able to fully enjoy rights such as the right to work, the right to political participation, the right to social security, the right to freedom of expression, the right to an adequate standard of living on an equal basis with men.



## TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Basket, brown paper, pens



## Networks and collective empowerment

### Tool 23. My personal network

#### OBJECTIVES

- ✓ To assess the consequences of isolation and the feeling generated by the loss of social support.
- ✓ To reflect on the importance of a broad social network.
- ✓ To facilitate strategies to start and / or expand the network.
- ✓ To inform about resources, services, networks and alternatives of support and exchange.

#### STEP-BY-STEP IMPLEMENTATION

##### 1. What is a network?

In this activity, participants are accompanied in the assessment of the need to have a social network and the consequences of the isolation that often goes together with the experience of IPV.

Participants are invited to brainstorm on what a network is. To do this, the facilitator gives women a ball of wool. Each time a woman talks, she gets the ball, so that a wool network is created between the participants.

The facilitator writes the ideas that come up on the blackboard or flipchart, and adds other ideas, if they do not come up. She stresses the importance of having a social network of support against the isolation that is often associated to IPV. Participants reflect on the consequences of the isolation and the feeling generated by the loss of social support.

The physical metaphor created by the wool forming a network allows visualising the importance of networks, as well as the fact that networks can be re-made.

##### 2. Drawing your network

Women are asked to draw their own support network on a paper board. The facilitator leaves enough time for this personal exercise and then participants are invited to share results with the group.

- How is your network?
- How did you feel drawing your network?
- Would you have drawn a different network at another time in your life?
- Do you want to draw a different network for your future?

##### Think of...

- family
- neighbours
- relatives
- schoolmates groups of common interests
- individuals I met on holiday
- members of women's group



- colleagues (former colleagues)
- teachers (former teachers)
- ...

### 3. Let's expand our network

**This activity has the aim of encouraging women to generate strategies to expand their social network.**

Participants are invited to brainstorm on the question: "How can you expand your network?". First, they think individually and write their ideas on coloured cards/paper boards. Next they share them with the group and cards are pasted on a large paper board or mural on the wall. Then the whole group comments on the ideas.

If the following ideas do not come up, the facilitator may add them:

General ideas:

- Obtaining occasional support from services/organisations on specific issues
- Expanding social relationships
- Finding alternative ways to relate and/or live
- Breaking isolation
- Meeting people in different contexts
- Activating

More specific ideas:

- Enrolling in courses or going to talks and workshops.
- Participating in an association (brainstorming on different kinds of associations and what associations they know)
- Meeting people in spaces where we move (work, school, children, park...)
- Meeting new people through the contacts I already have
- Joining friendship groups (Internet, magazines...)
- Neighbours
- Family

Next each woman writes on a paper 5 ideas on how to expand her own network. Participants are invited to share the ideas with the rest of the group.

## TIME AND RESOURCES

<b>TIME</b>	1,5 hours
<b>MATERIALS AND RESOURCES</b>	Blackboard or flipchart, ball of wool, brown paper for a mural, paper boards, markers, pens





## Tool 24. Networking for job opportunities<sup>19</sup>

### OBJECTIVES

- ✓ To explore how current and planned expanded networks could be used for networking for job opportunities
- ✓ To train the competences of planning and decision-making

### STEP-BY-STEP IMPLEMENTATION

#### 1. Networking for job opportunities

The facilitator explains:

Of course we need support whenever we have a big goal. And it's important that we get the right kind of support that provides us energy, focus, and optimism. It's not hard to find people who think the job market is bad, the economy is terrible, or your situation is impossible. You don't have to think in the same way. It's not that they're wrong, they may have some facts and reasons for what they believe.

You want to focus on what's positive. For every company that's doing poorly, there's one starting or growing. If you are a survivor that is looking for a new job or fresh start there are many opportunities to do so. People get new jobs and make fresh starts every day. Your situation is unique, and you will get what you're looking for. And you'll get it faster with safe and positive people supporting you.

A fairly significant number of job openings are filled through acquaintances and personal contacts. We need to know how to be informed about them. In other words, we need to know how to develop a network of information and support in my effort to secure a job as well as how to approach the employer to succeed in getting a personal interview.

Networking is not only an acceptable and effective way to find work but can also be applied to all situations of our daily lives because:

- It makes it easier to access information
- Creates opportunities for exchanges
- Leads to new relationships, new opportunities
- Broadens the horizons, both professional and personal
- Helps achieve goals and expectations
- Meets basic need for contacts
- Improves my personal and professional life
- .....
- .....

<sup>19</sup>Partly adapted from Step D / Tool 3: Networking (Source: ERGANI / Women's Centre of Karditsa)



Then the facilitator gives them 10 mins to think of the work they did in the tool “My personal network” (current network and plans to expand their network) and think which job opportunities may arise from that and how they could use them.

They may use table on the handout to see what job contacts they have in their network and where there are gaps. The facilitator asks them to include people and organizations that provide them with the following kinds of support:

- Job Search
- Moral and Emotional Support
- Networking Connections
- Brainstorming Ideas

## 2. Tips to expand professional contacts

The facilitator explains:

The aim of communication/contact with members of the network is first to be informed about possible job openings or possible professional organizations. I need to prepare and have the following in mind:

- Remind them of who I am and where we met
- Explain the reason why I had this contact without letting the person I am talking try to imagine what I am asking from him.
- Point out why I contacted him. (Due to your position, you are aware of the labour market, you work in the sector I am interested in so you may have heard of a job opening, etc.)
- Briefly present myself and my qualifications.
- Be specific about the way they could help me (direct me to acquaintances that could help me, mention their name as a source of recommendation etc.)
- Politely ask about when you could contact him again.

### TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	Paper, pens



## Handout 1. Networking for job opportunities

Name of Person or Organization	Type of Support they Provide	Ways to Use their support	Ways to Thank Them



## Tool 25. Women's networks and mentoring

### OBJECTIVES

- ✓ To get to know women's organisations and survivors that may act as role models
- ✓ Promote the support among the participants, beyond the group, posing different alternatives of continuity.
- ✓ To recognize and value group members.

### STEP-BY-STEP IMPLEMENTATION

#### 1. Visit or talk

The facilitator organises a visit to a women's organisation or a talk by a representative of an organisation or a survivor who is personally and economically empowered.

The facilitator promotes discussion and fosters the establishment of links for further participation in the organisation or the creation of mentoring relationships.

#### 2. The future of the group

This activity allows participants to evaluate and decide if they want to give continuity to the trainees' group.

The facilitator distributes small paper boards and women write individually if they want to continue sharing things with the other women in the group in the future (for example, specific things they would like to do with some participants or the whole group).

They hand over the cards anonymously. Next the facilitator reads them and comments:

- Have there been any ideas already to keep in touch?
- What could they be?
- How could you do it?
- Would you be willing and ready to do it?

The facilitator may suggest both face-to-face and online contact, e.g. Facebook groups, WhatsApp groups.

### TIME AND RESOURCES

<b>TIME</b>	2 hours (1 <sup>st</sup> part), 30 minutes (2 <sup>nd</sup> part)
<b>MATERIALS AND RESOURCES</b>	Paper boards

## Job search techniques: Safety in job search

### Tool 26. Putting safety first

#### OBJECTIVES

- ✓ The goal is to be proactive about both being safe and feeling safe. One of the steps necessary to feeling proactive is creating awareness about the individual safety level of a survivor. Different people feel safe in different situations related to job search and work. Others do not. Either way a survivor needs to be aware of her own safety level so she can create her job search approach.

#### STEP-BY-STEP IMPLEMENTATION

**Important note:** *This is not an objective risk analysis, but a subjective analysis of safety by the survivor at a specific time. The purpose is that the survivor is aware of the risks she may take: some may be too confident about their safety, while others may be too afraid to act.*

*However, the facilitator should have an ongoing separate objective risk analysis, in coordination with other professionals working with the woman (psychologists, legal professionals, etc.), to be alert on possible risks during the course. The subjective analysis in this tool may provide elements for further investigation.*

#### 1. Safety assessment

The facilitator explains:

It is important to proactively address safety concerns during job search and at your job. Each individual situation is unique, yet there are safety practices we can apply across many scenarios. The first step to managing your safety is to be aware of your own level of comfort in typical job search and workplace situations.

The facilitator distributes to participants handout 1. Handout 1 has a list of common job search and workplace scenarios. There are also columns saying “Safe”, “Neutral” and “Unsafe”. Survivors should go through and rate each scenario on the list by X in the box that best matches her feeling about that activity. If there are any scenarios that are missing participants can put them in rows labelled “Other”. There is no right or wrong answers.

The facilitator allows enough time to work (10 minutes), supports participants if there are questions and observes the comfort level of the participants.

After 9 minutes, the facilitator warns that there is only 1 minute left. After everybody finishes, she asks them to count the number of “Safe” Xs, “Neutral” Xs and “Unsafe” Xs and write the total number at the bottom of the sheet.

Questions for discussion:

- Who thinks that knowing your perception of safety level is useful?
- Who feels better? Why?
- Who feels worse? Why?

When asking these questions the purpose is to give the participants a chance to share any reactions that automatically coming up and ensure that those feelings are OK.

The facilitator listens carefully and with empathy and provides feedback to what they say, so they feel heard and respected. She tells them that all reactions are OK and are a useful part of becoming more aware of their situation and thanks them for sharing.

## 2. Safety Analysis

Each participant should write her Safety Level Total in the boxes on the top of the page and write the situations of the previous page where they feel the safest and the least safe.

The facilitator asks women to put their pens down and says: “It’s useful to identify scenarios where you feel safe and comfortable as well as those where you don’t. This enables you to make choices that put you in situations where you feel safe and minimize the situations where you don’t”.

She asks the participants:

- During your job search and in your current or future jobs, how could you make sure you repeat the “safe” scenario?
- During your job search and in your current or future jobs, how could you minimize the “unsafe” scenario?

Finally, the facilitator says: “Notice how you are already developing more power and choice in your job search, your job and your career”.

## 3. Applying Safety Best Practices to Your Job Search and Workplace

1. The facilitator asks participants to work in small groups and think about how they may apply safety in different key aspects of job search. She suggests the following questions to guide the discussion:

### Networking

- ✓ What contact information is needed for a job search?
- ✓ How do you communicate with people safely during this process?
- ✓ What do I need to increase my feeling of safety while networking?

### Social media

- ✓ Which sites are most useful when finding a job?
- ✓ What information is relevant to share on a site and what is not?
- ✓ What are the ways you can conduct a job search without using these sites?

### On-the-job duties

2. After some discussion, the small groups share the results with the rest of the group. The facilitator provides the following tips:

**Networking** is making connections. Making connections is an important part of the job search process. This often leads to sharing contact information and your resume.

### QUICK TIPS

- ✓ Set up an email that only you can check. Do not include your first and last name in your email address. Instead use your initials combined with a number. Make sure that whatever you use is professional and appropriate.
- ✓ Update your resume and answer email at the Public Library or friends’ home.



- ✓ Build a **Safety Net** for yourself by communicating with a friend, family member, or counsellor about networking activities, interviews, and other scheduled items so they know where you are, who you are meeting, and when you'll be back.

**Social Media** sites like Facebook, Linked In and others devoted to connecting people might be good ways to look for job opportunities, and you want to make sure you use these sites with safety in mind.

**QUICK TIPS**

- ✓ Google yourself to see where your information comes up on the Internet. Contact the webmasters to remove information you don't want available.
- ✓ Avoid listing address and other personal information (including name, email, phone number, and photos) on public sites.
- ✓ If you are using Facebook, Linked In and other public sites, make sure your postings are professional and appropriate.
- ✓ Learn how to manage your privacy settings on any site you join.

**On-the-job duties.** It is best to be clear and honest with yourself and your employer about what work environment and on-the-job duties work for you or are problems for you.

**QUICK TIPS**

- ✓ Determine any deal-breakers for yourself in advance. Be prepared to ask directly about these after you are offered the job but before you accept it. Make sure you can fulfil the job expectations before accepting the job.
- ✓ Know that a job that fits into your safety requirements will allow you to perform your duties better, which is what your employer wants too. (Go to **Handout 2**)

TIME AND RESOURCES	
<b>TIME</b>	35 minutes (Assessment : 10 minutes; Analysis : 10 minutes; Statement: 10 minutes; Partner Share: 5 minutes)
<b>MATERIALS AND RESOURCES</b>	Paper and pens, printed handouts.

## Handout 1 Putting Safety First: Safety assessment

For the following situations, mark an X if you feel **Safe**, **Neutral** or **Unsafe**. Feel free to add situations specific to you in the **Other** rows.

Safe	Neutral	Unsafe	Situations
			<b>Job Search Situations</b>
			Putting my personal information on my resume.
			Putting my work history on my resume.
			Sharing references with a potential employer.
			Networking on Facebook.
			Networking on LinkedIn.
			Giving out your contact information at networking events.
			Going to interviews.
			Other:
			<b>Commuting Situations</b>
			Driving to and from work.
			Taking public transportation.
			Working far from home.
			Working near to home.
			Walking to and from your car.
			Other :
			<b>Work Environmental Situations</b>
			Working a night shift.
			Working in a secure building.
			Working in a building that's open to the public.
			Working in an open area with others always around.
			Working alone in an office.
			Working on a delivery route.
			Opening or closing an office, store or restaurant.
			Using and in/Out Board.
			Having a set schedule.
			Having a flexible schedule that's always changing.
			Answering the phone.
			Other :
			<b>Work Relationship Situations</b>
			Developing work relationships with colleagues.
			Developing friendships with colleagues.
			Working with someone who may know your history.
			Other:
			<b>Childcare Situations</b>
			Leaving children with certain people during work hours.
			Dropping children off and picking them up.
			Other :
			<b>Total of Xs in Each Column</b>





## Handout 1 Putting Safety First: Safety analysis

Write the total number of Xs in each column. Keep in mind that safety is an evolving process. This captures your relationship with safety **today**.

Safe	Neutral	Unsafe
<b>High safety Level</b>	<b>Mid Safety Level</b>	<b>Low Safety Level</b>

Write the situations/s in the other page where you feel the **least safe** (or add more situations if they were not mentioned).

.....

.....

.....

.....

.....

Write the situations/s in the other page where you feel the **safest** (or add more situations if they were not mentioned).

.....

.....

.....

.....

.....

What is helpful to remember about safety during this process?

.....

.....

.....

.....

.....



# Job search techniques: analysis of labour market

## Tool 27. The labour market

### OBJECTIVES

- ✓ To get to know the situation of the labour market
- ✓ To analyse it critically in a structural framework
- ✓ To get to know working conditions and workers' rights.

### STEP-BY-STEP IMPLEMENTATION

#### 1. The labour market

The facilitator explains the main characteristics of the labour market in her country and area. She explains how the labour market has changed in the past decades.

Then participants get in small groups and the facilitator distributed printed job offers from newspapers or online job search sites. She asks participants to think about: "What does the labour market requires and what does it offer me?".

A group discussion follows.

#### 2. Work conditions and workers' rights

The facilitator invites a woman in a trade union or workers' association (e.g. of domestic workers) to discuss working conditions (types of contract, collective agreements, etc.), workers' rights and women's rights and protection of discrimination in the workplace.

### TIME AND RESOURCES

<b>TIME</b>	2 hours (1 <sup>st</sup> part), 2 hours (2 <sup>nd</sup> part)
<b>MATERIALS AND RESOURCES</b>	Job offers from newspaper or the Internet



## Job search techniques: CV

### Tool 28. Writing your CV

#### OBJECTIVES

- ✓ To learn what a CV is.
- ✓ To start writing a first CV, that can be later improved

#### STEP-BY-STEP IMPLEMENTATION

The facilitator explains that on the basis of the analysis they did to write a competence-based CV they will now write a CV that they can use for job search.

The facilitator makes a brief description of the separate sections of the CV. Then she shows them some examples. She makes the following remarks:

- It is not necessary to add a photograph, but if you work in customers' service it may be advisable that you add it. There is no need to write your marital status. It is not necessary to write your age, your place of birth, citizenship, or your ID number either: they will ask if they need them.
- Be brief (1 page or, if you have a lot of experience, 2 pages).
- If you don't have a lot of work experience, emphasise your training, your competences or your volunteer work.
- If you don't have qualifications, focus on your work experience.
- If you are older, focus on your dynamic character.

The facilitator gives participants the handout with the CV template and leaves them around 30 minutes to write their own CV.

This is followed by a short discussion in order to see what was difficult, what was unclear, etc.

#### TIME AND RESOURCES

<b>TIME</b>	1.5 hours at least
<b>MATERIALS AND RESOURCES</b>	Room with several PCs, printer, handouts



## Handout Writing Your CV: CV template

### **Personal Details**

Name	.....
Surname	.....
Address	.....
Telephone	.....
Email	.....

### **Education level**

### **Training (general or vocational)**

### **Work experience**

### **Languages**

### **Other training**

### **Competences**

### **Interests**

### **Recommendations (recommendation letter)**

## Job search techniques: job interviews<sup>20</sup>

### Tool 29. Preparing a job interview 1

#### OBJECTIVES

- ✓ To familiarise with the format and purpose of a job interview
- ✓ To prepare for a job interview and assess own performance after the interview

#### STEP-BY-STEP IMPLEMENTATION

##### 1. Preparing the interview: information

The facilitator explains the purpose of a job interview and distributes handouts 1, 2 and 3 or explains its contents.

The interview is the way that both parties can meet and get acquainted each other. When an invitation for an interview is received it's good to have a special preparation.

The interview with the employer, representative or committee is one of the ways to recruit staff. Since you are looking for employment, you are sure to go through this procedure at some time or another. The selection interview is an assessment procedure from the employer's stand point but usually helps both parties (employer – candidate) because it provides the opportunity:

- For the employer to distinguish points on my CV as well as evaluate aspects of my personality.
- To be familiar with the work and environment, the employer or executives of the business, to present myself and convince them of my capabilities to meet the needs of the business and the demands of the particular job position.

The facilitator discusses with participants the content of handouts and answers questions. She may give the following tips:

- Ways of arranging the interview: on the phone, via an appointment or the employer specifies the place, time and date.
- Before the interview it is good to know: the type and the size of company, the sector it operates in, the name of the person you are addressing, all your strengths, as much information as possible for what exactly the company is doing, to have the name of the person you're approaching; to have a CV and Cover Letter with you, as well as copies of education diplomas and certificates, etc.
- Before the interview – check your appearance: clothes, details, accessories, staying calm.
- During the interview, remember: presenting yourself, shaking hands, having a seat after being asked to, being prepared for questions such as why you are there, what you can do for the company, what salary you are expecting.
- After the interview, remember: expressing gratitude and specifying a date for finding out the result.
- The most common mistakes we do when we attend a job interview: being nervous, lack of self-criticism, comparing you with other candidates, discussing personal problems.

<sup>20</sup> Partly adapted from Step D / Tool 2: Telephone communication - interview (Source: ERGANI / Women's Centre of Karditsa)



Alternatively, the facilitator may suggest participants to role-play an interview.

## 2. Evaluation

The facilitator explains that they shouldn't worry if their first interview does not go well. She distributes handout 4 and comments with participants how they should reflect after each interview and see ways they can improve their performance.

### TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	Handouts

## Handout 1 Preparing a job interview

THE INTERVIEW PLAYS A SIGNIFICANT ROLE IN GETTING THE JOB

This is the reason why preparation is needed. However, before I go on to the preparation chapter, I will try to answer the following questions. If it is the first time I am looking for work or have never been interviewed before, I will try to imagine my behaviour in a similar situation.

	QUESTIONS	YES	NO
1	I am prepared to link them to the job demands		
2	I have gathered information about the business		
3	Ask questions during the interview		
4	Before the interview, I have tried to find out about the “present value” of the particular position		
5	I am prepared to present my reasons for resignation from former positions in a positive way		
6	I am prepared to briefly present reasons why the company will benefit from hiring me		
7	I know my weaknesses and I can compare them to my strengths making my weaknesses seem less important		
8	I can convince them that my strengths meet the demands of the particular position		
9	Leaving the interview , I can estimate the result (outcome)		
10	Before the interview, I have found my positive/ strongest points		

Add the “YES”

- If I have less than 5 “YES”: I need to work harder as far as the preparation of the interview is concerned. What follows will seem very helpful.
- If I have 5-8 “YES”: I am prepared but can improve. I will need to carefully read the following chapters.
- If I have 8 or more “YES”: It seems I am familiar with and can handle the interview technique. Even so, I will carefully read the following. Why? Because during the interview, I must prove I am the best candidate for the job position.



## Handout 2 Preparing a job interview

To be prepared, I need to be able to answer two basic questions:

1. Question: "What do they want to know about me?"
2. Question: "What do I want to know about them?"

### 1<sup>st</sup> WHAT THEY WANT TO KNOW ABOUT ME

They want to know:

- If I am responsible, energetic, hardworking, reliable...
- If my qualifications, motives, personality meets the demands of the job position as well as the attitude and philosophy of the business.
- If I am willing to back down on issues concerning salary, working hours, insurance policy etc.

They will find out all of the above by:

- a) Asking questions
- b) Evaluating my personal appearance and behaviour during the interview. In other words, THE IMPRESSION I MAKE ON THEM

### Possible questions I may be asked

1. Questions related to my career/experience (Previous employment, type of job, reason for leaving previous job, my plans for the future etc.)
2. Questions related to my education/training
3. Questions about my personal life (marital status, interests, plans etc.)
4. Questions related to issues of general interest
5. Self- assessment questions

In order for answers to the above questions to be convincing, I need:

- To know my strengths and be prepared to present them in such a way that my weaknesses (e.g. lack of experience) seem less important.
- To be familiar with the demands of the job position so as to be more convincing when relating my qualifications to them. (the framework of employment, main obligations, additional obligations etc.)

Therefore, I need to gather information about the business as well as the interviewer as this may give me some insight into the questions that will be asked of me.

### Making Impressions

The impression you make on the interviewer during the interview will play a very important role because it will either enhance or weaken the points they already have (from the CV, recommendations etc.). The impression others get from us come from two (2) types of messages:

- Verbal – The words we use
- Non- verbal – Our body language

More than half of the messages come from my personal appearance.





<p><u>Things I must attend to:</u></p> <ul style="list-style-type: none"> <li>- My clothing</li> <li>- My hair</li> <li>- Makeup</li> <li>- Tidiness &amp; hygiene</li> <li>- ATTENTION!! NO EXAGGERATIONS</li> </ul>	<p><u>Things I must also attend to:</u></p> <ul style="list-style-type: none"> <li>- The tone of my voice</li> <li>- Posture</li> <li>- Hand movement</li> <li>- Various gestures</li> <li>- And of course the WORDS I use</li> </ul>
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MY WORDS VOICE AND BODY MUST SEND OUT THE SAME MESSAGE. IF NOT, THE MESSAGE MY BODY SENDS OUT WILL PREVAIL

## Handout 3 Preparing a job interview: Tips - Dos and don'ts

### WHAT I MUST DO

1. Be punctual for meetings. I can estimate the duration of the travel, the required qualifications and the delays beforehand.
2. Be polite. Politeness always makes the greatest impressions.
3. Sit comfortably slightly leaning forward.
4. Be focused on the conversation. Look the person I am talking to in the eye (but do not stare) and show them I am following the conversation.
5. Try to determine if the person I am talking to is friendly or hostile, a leading figure or not and whether they want to steer the conversation or prefers to listen. I will try to let them play the part they want to play.
6. If I need to disagree, I will do so with caution and politeness.
7. Know what I want. Convince the person I am talking to that I know what I am looking for. Do not be vague. Be precise.
8. Emphasize my qualifications and how they relate to the demands of the job position I am asking for.
9. Be honest and frank. Exaggerations and lies may cause mistrust. (Remember what is on my CV)
10. Ask questions if the opportunity presents itself.
11. If I need to take notes of something I consider important, ask for permission first. This is why a pen and notepad is necessary.
12. Keep calm and confident whatever the outcome of the interview may seem to be.

### WHAT I MUST NOT DO

1. Do not chew gum.
2. Do not talk fast.
3. Do not answer questions hastily (give myself a few seconds to organize my thoughts).
4. Never criticize others or former employers.
5. Do not talk too much. Rambling on in an aimless way is just as bad as giving yes and no answers to questions.

### WHAT DO I WANT TO KNOW ABOUT THEM

I would definitely want to know about:

- Salary
- Work schedule
- Insurance
- Various benefits
- Job training opportunities

These points and mainly salary negotiations are the most delicate points of the whole procedure. This is the reason why I need to know the “present value” of the job position and try to mention this issue towards the end of the conversation after having examined the company’s intentions of hiring me.



## Handout 4 Preparing a job interview: After the interview: The assessment

### FIRST IMPRESSIONS

What do I feel are the possibilities of success?  
Was it an experience that was pleasant, stressful, unpleasant....?  
The interviewer was friendly, interesting...  
The procedure was fair...  
If not, what should have been done differently and why?  
What issues were mentioned?

### MY PERFORMANCE

Was I able to be (or seem) calm?  
Was I able to show that I am familiar with the business?  
Which issues (questions) was I or wasn't I able to predict?  
Which questions seemed difficult? Why?  
What impression do I think I made on the interviewer?  
Now that I have answered all of the above, is my answer to the first question still the same?

### FOR THE FUTURE

What did I learn from the interview concerning my presentation?  
If I ever need to go through a similar procedure, which points do I need to improve and how?

### Summary

Assess my interview performance as promptly as possible.  
Spot the points that need to be improved and plan how to improve them.  
Inform the individuals (if any) who gave me their recommendation about the outcome and express my gratitude to them.  
If I was not offered the position in the end, politely ask why.

### Difficult questions

1. How will you manage with your children (combination motherhood-employment)
2. How you address the possibility of marriage/employment.
3. The age issue (if you enter the job market after a certain age)
4. If you are willing to work on a trial basis without pay or insurance.



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## Tool 30. My elevator pitch

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### OBJECTIVES

- ✓ To train participants on how to present themselves in job interviews.

### STEP-BY-STEP IMPLEMENTATION

Each survivor receives the handout with a list of tips for an elevator speech she may start the interview with.

Participants spend a few minutes going through the different questions and then the facilitator leaves them 20 minutes to prepare their own speech.

### TIME AND RESOURCES

<b>TIME</b>	30 minutes
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<b>MATERIALS AND RESOURCES</b>	Handout
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## Handout My Elevator Pitch

**Hi, my name is:**

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**I am looking for** (full time employment, temporary employment, a new job):

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**I am most interested in** (certain types of work, industries, companies):

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---

---

**Where I can provide** (your essential skills):

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---

*Continue the conversation with:*

- Do you know anyone I should talk with who might know of opportunities?*
- Do you have any questions about what I'm looking for?*
- How can I help you?*



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## Tool 31. Professional look

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### OBJECTIVES

- ✓ To invite participants to reflect on their appearance and possible tips to improve it to look professional in job interviews.

### STEP-BY-STEP IMPLEMENTATION

The facilitator discusses with participants if they think that showing a professional look is important in job interviews. She guides a discussion on what they think is a professional look.

Then she explains: “Now that you know the expectations and how you want to appear, let’s get creative about how you can get that professional look, even when you are on a budget. With your Discussion Group brainstorm ideas in the following areas”.

She distributes the handout and asks participants to get in groups and discuss ways to achieve a professional look. The handout includes best practices and examples to get the conversation started.

### TIME AND RESOURCES

<b>TIME</b>	40 minutes
<b>MATERIALS AND RESOURCES</b>	Handout

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## Handout Professional look

Appearance Area	Creative Cost Effective Ideas
<p><b>Clothes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Make sure clean and pressed</li> <li><input type="checkbox"/> Include a jacket or sweater</li> <li><input type="checkbox"/> Avoid jeans</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Borrow from sister</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
<p><b>Hair/Makeup</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be simple and clean</li> <li><input type="checkbox"/> Avoid strong perfumes or scents</li> <li><input type="checkbox"/> Avoid extra flashiness</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Get make up done for free at a makeup counter before the interview</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
<p><b>Jewellery</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Less is more</li> <li><input type="checkbox"/> Avoid too much flashiness</li> <li><input type="checkbox"/> You only need one pair of earrings</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shop at a discount store</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
<p><b>Shoes</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Be practical</li> <li><input type="checkbox"/> Avoid too high of heels</li> <li><input type="checkbox"/> Avoid sneakers</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shop at an discount store / or at sale</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>
<p><b>Purse/Bag/Resume/Business Cards</b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Bring something to look organized</li> <li><input type="checkbox"/> Don't worry about matching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Borrow from friend</li> <li><input type="checkbox"/> _____</li> <li><input type="checkbox"/> _____</li> </ul>



## ICT skills

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### Tool 32. The PC why and how to use it

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#### OBJECTIVES

- ✓ To provide a basic introduction on how to use a computer

#### STEP-BY-STEP IMPLEMENTATION

The following three subtopics may be addressed in different training sessions, if necessary (some of the participants may already have some ICT competences).

##### 1. Why use a computer?

It is important to provide the students with success stories of people who used not to be keen on computers. The facilitator should stress that her work has improved thanks to the usage of the computer.

The facilitator shows the following videos (<https://www.digitallearn.org/courses/why-use-a-computer>):

- Computers are not for me – 06:00min.
- I am overwhelmed - 05:00min.
- How to stay safe – 04:00min.

***This learning course ends with an exercise via which students are answering to the following questions:***

- pros and cons of using a computer and the internet
- fill in the Importance Scale (On a scale of 1 to 10, how important is it to you to learn to use a computer or the Intern)
- confidence scale (on a scale of 1 to 10, how confident are you that you can learn to using a computer and the Internet?)

##### **Independent work: Set a Goal**

- Set two goals for yourself that you can accomplish in the next couple of weeks that will move you toward increasing your confidence and learning more about using a computer. Be sure to include a timeframe for completing the goal.

##### 2. Getting started on a computer

In this session students will learn what a computer is and how to use a mouse and keyboard.

The facilitator shows the following videos (<https://www.digitallearn.org/courses/getting-started-on-a-computer>)

- What is a computer 02:30min.
- The mouse 05:30min.
- The Keyboard 05:30min.





- Ports 01:30min.

### 3. Using a PC

It is important to make sure whether students are already familiar with the first two sub topics.

The facilitator shows the following contents (<https://www.digitallearn.org/courses/using-a-pc-windows-10>):

- What is windows 10
- Working from the Desktop
- Files and folders
- Working with windows
- Saving and closing files
- Deleting files

## TIME AND RESOURCES

<b>TIME</b>	Beamer or a big screen to show video content
<b>MATERIALS AND RESOURCES</b>	PC, beamer, flipchart, markers



## Tool 33. Searching on the Internet

### OBJECTIVES

- ✓ To provide a basic introduction to Internet search, especially for job purposes.

### STEP-BY-STEP IMPLEMENTATION

#### 1. General search: How to search effectively on the internet

The facilitator presents the following suggested tips to improve Internet search:

<https://www.techrepublic.com/blog/10-things/10-tips-for-smarter-more-efficient-internet-searching>

#### 2. Job search

The facilitator introduces the main job search websites in their country/region.

Each participant navigates these websites during 30 minutes and explains the difficulties she may have.

### TIME AND RESOURCES

<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	Room with PCs, beamer

### Support material searching on the Internet

Power Point: WeGo\_searching Internet

<https://drive.google.com/drive/folders/0B7cuk1e6vMaJVUtnaVdUOWhERjg>



## Tool 34. Safe usage of social media

### OBJECTIVES

The suggested exercises in this category will enable women IPV to:

- ✓ To surf the internet safely
- ✓ To use smartphones safely – i.e. turn off GPS
- ✓ To avoid credits
- ✓ To use social media safely
- ✓ To identify the most important things to do in order to surf safely on internet

### STEP-BY-STEP IMPLEMENTATION

#### 1. The role and usage of Social Media and their benefits to our lives (presentation)

The facilitator presents the following information in the form of lecture or presentation, and asks questions.

Nowadays Social Media plays an important role in our life, we are using it to keep in touch with our friends and make some new friends. Besides that social media is a way to show the world what we are doing by means of posting pictures or videos. These tools are all very useful, but do they control our life too much?

A few years ago Social Media wasn't that big yet, but nowadays people are able to use it for almost anything in their daily life. Why would people buy CD's when we have Youtube? Why would people buy newspapers when we have Facebook and Twitter? When we wake up we don't need to go out of bed to see what's going on in the rest of the world. Everything looks and feels easier to do with social media. But is the impact of social media in our daily life too much?

Browsing on Social Media websites can make you feel connected to a larger community, but this is a false sense of connection. Social media can make it difficult for us to distinguish between important relationships from the real world and normal relationships formed through social media. Due to our social media relationships there will be a higher chance that our most meaningful relationships will weaken.

The second negative impact of social media is that people (children; women) are very sensitive for cyber-abuses. Through social media it's easier to terrorize victims anonymously and this will tend to deep mental scars at the people who are getting abused. Social media websites are very useful for companies to keep in touch with their customers and get some important information about them, but there is also a negative side: personal information is easily exposed.

Some shocking facts:

- Every photo uploaded onto Facebook becomes Facebook's property
- Once you like a site, or book a vacation through it, it starts using your data, sending you another similar offers
- We can be stoked through the camera of our pc's
- When the GPS coordinates on our phones are on we are 100% trackable



## 2. Tips for the safe usage of social media (presentation)

The facilitator presents the following information in the form of lecture or presentation, and asks questions.

- Social networking means opening up and sharing information online with others, but there's some information you should never share online. Protecting this information can help prevent everything from identity theft to your physical safety. Never share your Social Security Number (including the last 4 digits), birth date, home address, phone number (business phone can be an exception), and place where you were born.
- Social networking sites are increasingly giving users more control over their privacy settings. Don't assume you have to take whatever settings the site gives you. Check out the privacy sections to see your options for limiting who can see various aspects of your personal information.
- Would you put your full resume online for everyone to see? Probably not. It would be too easy for identity thieves to use the information to fill out a loan application. Limit your work history details on sites like Facebook. Erasing the history of your phone/computer chats may release you from the bad past situations.
- It is really easy to set up a Facebook or LinkedIn site using a false or impersonated identity, including links to malicious sites. This means you need to verify that a page claiming to be from a friend actually belongs to that person before sharing too much information or clicking on links.
- You wouldn't put a note on your front door stating, "Away for the weekend...Returning on Monday." Micro-blogging tools like Twitter sharing "What are you doing right now?" features in Facebook, LinkedIn and other social networking sites make it easy to let details slip that you wouldn't otherwise broadcast (to friends or strangers). Be aware of what information you put out there which others might use for nefarious purposes.
- It's a good idea to search your name on Google and check out your profile as others see it on social networking sites. Understand where you are showing up and what information is available about you, and then adjust your profile, settings and habits appropriately. Don't worry, it's not vain if you only search your own name once a month or so.
- The growth in social network sites means sites want to use your information to market and sell goods to you. What information from your profile or page content can plug-ins such as Facebook Applications use? Review the site's privacy policy, reveal details about yourself appropriately and activate every privacy setting you can control.
- Accepting friends' requests from people who we don't know in person may be dangerous. Do you do this often? In what conditions?

## 3. Quiz on safe usage of social media

The facilitator divides the women in teams according to the number of participants. Give the participators 10 minutes time in order to discuss in between what they have just learned. Than the competitions starts and the trainer presents the questions one by one. After each question the group has 10 sec to decide which the right answer is.

After each answer the facilitator mark how many points each team have gained. Every right answer is equal to 1 point.

At the end there should be 10 minutes left in order for the group to share opinions and give feedback about the way they felt. Examples of end discussion questions: How do you feel?; Are you more informed now?; Did you learn something new?; Was this information helpful? Why?; Is there something else you would like to discuss?

#### 4. Creation of Facebook/Twitter/Youtube account

The activity has two parts: first creation of personal profiles by the participants, secondly discussion on whether they have noticed something new while creating the new accounts.

They should be able to answer the question: *Was their approach somehow different from before they attended the training?*

TIME AND RESOURCES	
<b>TIME</b>	2 hours
<b>MATERIALS AND RESOURCES</b>	PC, beamer, Power Point, PCs or smartphones or tablets for participants, handouts



## Handout Quiz on safe usage of social media

### Quiz questions:

- Is there a way to verify who can see your posts?
- Is it important to modify your privacy settings?
- The five things you should never share on Facebook are?
- Would you write all of your passwords, PIN numbers, bank account and credit card information? Social security number in one place on your phone/computer, so you can easily store them?
- Would you share your birth date, home address or home phone number on your social media account?
- If a friend of yours is asking you to provide them with your personal information online (via Skype or Facebook chat) would you do so?
- Are you obliged to take whatever settings the site, in which you are making reservation, gives you?
- For what purposes people may use the personal information you have shared on Facebook?
- Can someone take a loan, pretending to be you?
- Can sites use your information to market and sell goods to you?
- Is it dangerous to accept friends request on Facebook of people who you actually don't know?
- What should the safest password include?



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## Tool 35. Case study: fake job offers

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### OBJECTIVES

- ✓ To show the women the real danger of fake job offers
- ✓ To understand how to distinguish fake job offer from real one
- ✓ To make them realize what can be the consequences of being invited for an interview for fake job offer

### STEP-BY-STEP IMPLEMENTATION

The facilitator presents the content of the Power Point in support materials, including some examples of fake job offers from the national context (prepared in advance). She may take them from internet, newspapers or TV shows. The case may be presented via video reportage, or in written form. In case it is a video, it should be played in front of the trainees. In case it is in written from the trainer may present it breathily.

Another option is to split the women in groups, give them time to read different fake job offers. Give the participators 10 minutes time in order to discuss in between. After this each group should present its case in front of the others.

The exercise should finish with group discussion during which the participants should make a list of all the elements which show that a job offer is a fake one.

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<b>TIME</b>	20 minutes
<b>MATERIALS AND RESOURCES</b>	PC, beamer

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## Entrepreneurship

### Tool 36. Creativity assessment and innovation

#### OBJECTIVES

- ✓ To encourage women survivors of IPV to start thinking creatively
- ✓ To assess the creative attitude and help the woman understand if ready she is to take the entrepreneurship path
- ✓ To support the process of empowerment in a way that these women start getting out of the violent relations building their self-esteem and trust in their own capabilities

#### STEP-BY-STEP IMPLEMENTATION

##### 1. Am I creative? Do I have a creative approach?

The facilitator distributes to women handout 1 and asks them to evaluate themselves by putting: 3 points for "always" answer; 2 points for "sometimes"; 1 point for "rarely" and 0 points for "never".

Then explain to them the meaning of the score, not necessarily asking them to share this result with the rest of the group:

25 - 30 points - you feel that your behaviour is creative

20 - 24 points - you think you are already creative and ready to go on

15 - 19 points - you feel that you need to develop your creative thinking

Under 15 points - you do not look at yourself as a creative person.

##### 2. Should we be “innovators” to start a successful business? An example: a cleaning business

The facilitator explains that being an innovator does not necessarily mean inventing something or developing a new technology product. Invention is only one form of innovation. The innovator thinks differently, looks for opportunities with wide-opened eyes and mind, she is not afraid to experiment and apply different approaches. Innovation in business can take many forms and answer a number of questions:

**WHAT?** - Upgrading the type of products and services we offer. This might be application of new approach to production, a new product colour, a new style, a new size or shape.

*Example:* A. and L. start publishing a feminist magazine, which is unique in the country

**TO WHOM?** - An innovative approach towards the market niche. We may be innovators for the group we serve at, because the specific interests and needs of people change with age, stage of life, lifestyle, culture, income, taste, values, and location.

*Example:* X. T. specializes in organizing trips and vacations for people with disabilities



**HOW?** - An innovative approach in creating and offering your idea or the way the business is organized. We can change the material for producing our product by introducing the use of a recycled one; we may change the price or delivery method.

*Example:* The way a Japanese company organizes the transfer of your luggage to a new home: <http://bgkef.com/Qponec-se-premestva-da-jivee-v-drug-grad-Shte-ostanete-izumeni-kogato-vidite-kak-And-transportira-veshtit>

**WHEN?** - An innovative approach connected with the time frame. Any changes in the seasons, life cycle, sudden critical moments, one-off events might become important.

*Example:* A typing agency offers late night and night-time service, allowing customers (e.g. theatre directors) to have modified documents early the next day.

**WHERE?** - An innovative approach connected with the space used. Does the change of business location create a new opportunity? Technology upgrading enables people to work from home and operate in locations that are miles away from their customers.

*Example:* B.A. opens kindergarten in an unusual place - in one of the big supermarkets in the town.

**WHY?** - If we look around, we will see a number of problems around us that can be resolved through our business idea. In order an idea to be successful, it must satisfy needs or create some needs!

The facilitator explores with all participants the example of the "**Cleaning business**" activity, using the answers of the above questions, using handout 2. She invites women to write boldly on a list of paper their ideas. Every business stems from an idea, but of course we cannot expect that every one idea could be developed in a business.

### 3. Mapping ideas

The facilitator asks women to make their map of one own idea to check its business development potential. If they find it difficult, the facilitator may apply the "collective discussion" method: let them form groups of four and choose together a common idea to work on. This approach will generate more ideas. Once the ideas in the groups have been developed, a rapporteur from each group presents theirs, followed by a common discussion.

TIME AND RESOURCES	
<b>TIME</b>	4 hours
<b>MATERIALS AND RESOURCES</b>	Sheets of paper, pens



## Handout 1 Creativity assessment and innovation: Am I creative? Do I have a creative approach?

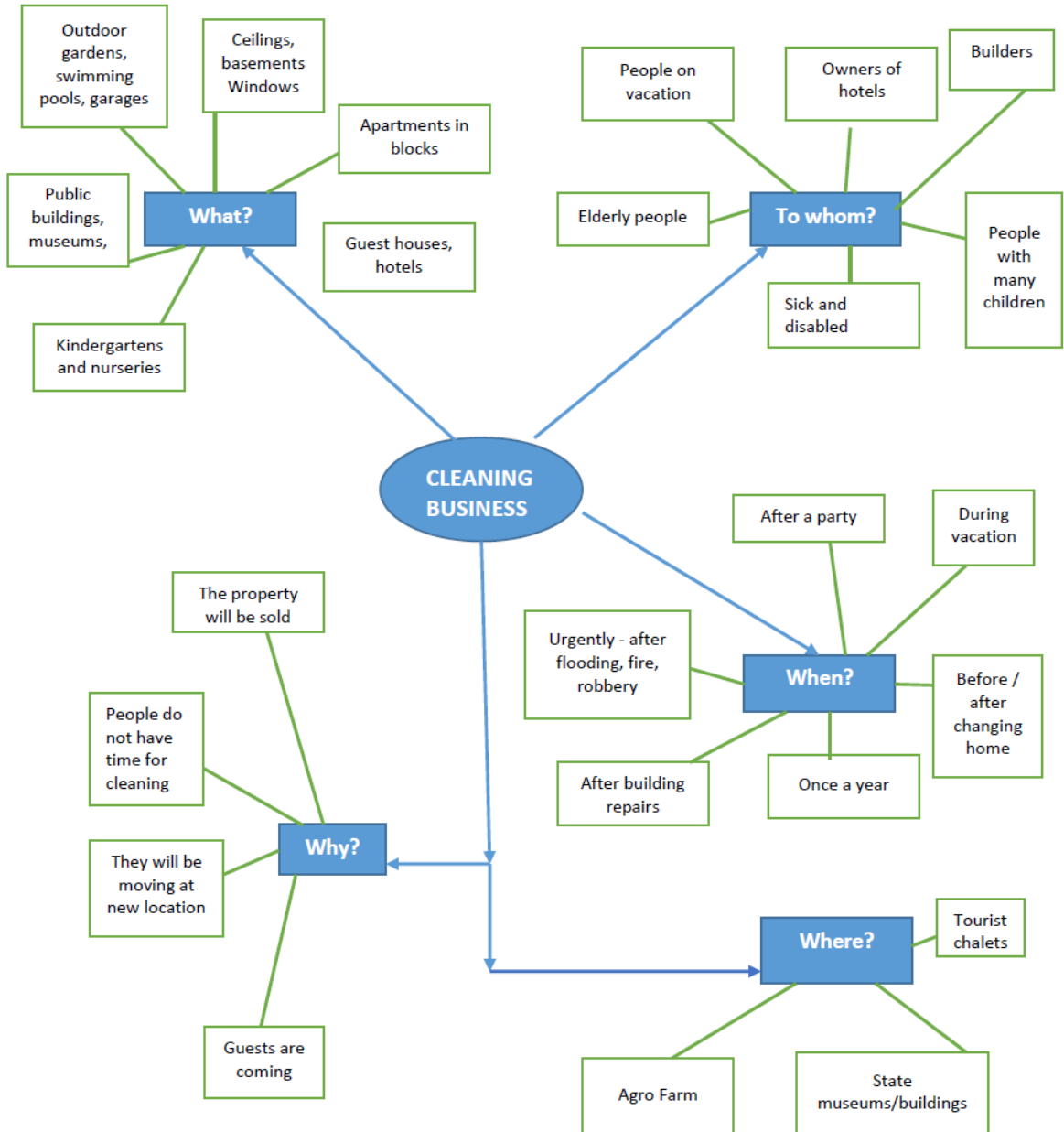
- Are you curious?** Are you interested in the problems and viewpoints of other people? Are you wondering why things are done exactly in this way, and why do people do exactly that?
- Do you challenge the things that happen?** Are you questioning the assumptions, prejudices or opinions you have already created?
- Are you an opportunist?** Do you use the opportunities when they appear? Are you trying to solve the problems and satisfy your needs?
- Are you open to the trends?** Are you actively monitoring changes in the living and working environment at the place you live/work? Do you acknowledge progress in the new technologies or changes in the government/legislation/fashion?
- Do you take risks?** Do you like to experiment with ideas and to guarantee with your money ideas you believe in, even when others doubt it?
- Are you intuitive?** Are you looking for a logical solution to the problems or rely on your inner feelings?
- Are you an adaptive person?** Do you like to use an idea or concept from one situation and apply it to another?
- Can you see and foresee things before others?** Are you trying to think about the future more than the people around you do? Are you thinking what people would do in next century?
- Do you have internal resources?** Do you use things more than once? Do you deal with solving problems? Do people rely on you?
- Do you believe that you are a creative person?** Do you think creatively? Do you trust your own ideas?

GENERAL SCORE:



## Handout 2 Creativity assessment and innovation: Cleaning business

### HANDOUT 2: CLEANING BUSINESS





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## Tool 37. When ideas mean business?

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### OBJECTIVES

- ✓ To help women IPV survivors to structure the way to develop their business idea.

### STEP-BY-STEP IMPLEMENTATION

The facilitator explains to participants that it is vital for women to check their ideas so that they do not waste the time in developing something that is not viable.

To do that, she suggests they ask themselves the following three questions:

1. Is there a clear need of my idea at the market?
2. Can I supply what the market/users demand?
3. Can I provide my product/service in the necessary form, at the necessary place, at the exact time and at the appropriate price?

Then she will start 3 activities to deal with these issues.

#### 2. Is there a market for my idea?

The facilitator distributes handout 1 and asks participants to answer each question in the box with the following signs: **V** when the answer is YES; **X** when it is NO; **?** when they DO NOT KNOW.

She tells them that when they have a sign “?”, they need to do more research on this point before continuing to develop their idea. If they have an “X” somewhere, then they must rethink their idea and start looking for alternatives.

#### 3. Can I supply what users want?

The facilitator distributes handout 2 and asks participants to answer each question in the box with the following signs: **V** when the answer is YES; **X** when it is NO; **?** when they DO NOT KNOW.

She tells them that when they have an “X” sign somewhere, they have to ask themselves if it is worthwhile to go on. If they answer a question with a “?”, they need to work on this point more to see if and how they can deliver what users want.

#### 4. Can I reach my customers?

The facilitator distributes handout 3 and asks participants to answer each question in the box with the following signs: **V** when the answer is YES; **X** when it is NO; **?** when they DO NOT KNOW.

She explains to them that at this point they may have a lot of answers with a sign “?” - This guides them where they still need to work. If they have 5 or more “X” they have to ask themselves: “Why? Is it just a matter of time to get information or is it difficult and even impossible to get it?”. If the latter is true, perhaps they should not continue with this idea at this stage and instead, reconsider their skills and ideas and look for another solution.



## TIME AND RESOURCES

<b>TIME</b>	4 hours
<b>MATERIALS AND RESOURCES</b>	Sheets of paper, pens



## Handout 1 When Ideas mean business?: Is there a market for my idea?

- WHO are my customers? What are their characteristics?
  - Age, gender, ethnicity .....
  - Occupation .....
  - Social group / class .....
  - Location / area .....
  - Specific requirements .....
  - Frequency of sales .....
  - Other .....
  
- Can my product / service be competitive? For what reasons will customers choose my product / service?
 

.....
  
- Are my customers ready to pay this price?
 

.....
  
- WHAT is the size of my market? Are there enough people who would like and pay for my product / service?
 

.....
  
- Will I have more customers in the future?
  - If YES, on what basis.....
  - If NOT, why? .....
  
- Is it possible my product / service to be adapted and sold in other areas at other markets? Where?
 

.....



## Handout 2 When Ideas mean business?: Can I supply what users want?

- Do I have to hire someone to produce my product / service? If YES, do I know someone who can help?
- How many hours / days a week do I need that person?
- Do I know what type of employment contract is most appropriate and what are the legal obligations that it will impose?
- How much will it cost to hire this guy?
- Is this price reflected in the price of my product / service?
- Do I know the suppliers I need, where are located, what is the quality and cost of their materials compared to competitors?
- Is the delivery cost included in the price of my product / service?
- Do I know what equipment I need, where can I find it, and how much will it cost me?
- Is the cost of depreciation and the equipment maintenance included in my price?
- Do I know what premises I will need and how much will it cost to hire them?
- How much will it cost to me to register business?
- How much money do I have now, for starting this business? Do I need more? Where I will find them?
- How much money will I need to keep my business in the first year?



## Handout 3 When Ideas mean business?: Can I reach my customers?

- Do I know how and where my customers are buying similar products / services at the moment? WHERE?
- Do I know if my customers have already contacted other markets or organizations? WHERE?
- Have I already contacted prospect customers who said they would buy from me? How much?
- Do I know how to reach a wider range of my customers? IN WHAT WAY?
- Can I provide the supplies with my own transport? HOW?
- Do I need to contact an outside company? WITH WHOM?
- Can I use the distribution network of another company? HOW?





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## Tool 38. How to set up a (social) enterprise

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### OBJECTIVES

- ✓ To give them concrete, but simple tools for developing the business idea step by step.

### STEP-BY-STEP IMPLEMENTATION

The exercise suggested below upgrades the knowledge and skills developed in the previous two exercises. It is recommended that it is used with women that already firmly decided to become entrepreneurs.

The facilitator distributes the handout and explains the participants that this 10-step approach can help to develop any business company, including a social enterprise.

It is a common frame of unified questions that everyone who has a business idea and is willing to start a small business can follow step by step, in order to avoid forgetting about an important activity that will spoil the entire action.

### TIME AND RESOURCES

<b>TIME</b>	1 hour
<b>MATERIALS AND RESOURCES</b>	Handout

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## Handout How to set up a (social) enterprise: 10 Steps to set up (social) enterprise

**Step 1:** Test Your Business Idea: Have I got the right business skills? Think about who will buy your product or service. What is the benefit to them and how much will they pay? If you are considering a Social Enterprise, think about how your product/ service will have a positive impact in society and what your societal target group is. What is the long term purpose of the business?

**Step 2:** Identify your target market and customers. It will also help you to identify your competitors and how to compete effectively.

**Step 3:** What are Your Business Requirements? Have you considered the best location for the business? Identify your basic equipment requirements and costs. How much staff will you need to employ? Can your business idea benefit from new technologies (e.g. by online selling)?

**Step 4:** What are your Investment Requirements? Identify ways of financing your business. Seek financial support and benefit from Government institutions. Seek advice on other sources of support e.g. banks, Credit Unions, microfinance, family support, other non-bank finance.

**Step 5:** What is the best legal structure for you? Learn about the legal framework of a Social Enterprise in your country/region. What type of company will allow you achieve the best quality of services/products?

**Step 6:** Developing your Promotional Plan. How will you promote your product or service? Who and where is your target market (local, national, international)? What channels of distribution will be used?

**Step 7:** Finding the right partners and people you want to work with.

**Step 8:** Managing the risks. Starting a business is a big step to take. A new business can be exciting. However, it can also be risky. For some it means risking personal savings and secure employment. Identify the risks you may face.

**Step 9:** Write your Business Plan. Business Planning is fundamental to success in business. It is the key to getting things done and making things happen. The finished business plan can be used as an operating tool that will help you to manage your business effectively.

**Step 10:** Growing and scaling up your business.

## Closure and Evaluation

### Tool 39. Evaluation – focus groups

#### OBJECTIVES

- ✓ To evaluate the training paths in order to collect some information relating to strengths, weaknesses and recommendations from the training participants.

#### STEP-BY-STEP IMPLEMENTATION

The focus group must be organized at the end of each training path.

#### What is the evaluation Tool for We Go?

The tool consists of 4 statements, referred to throughout the document as Shield Statements. Each of these shield statements is based on international evidence in relation to the management of We Go project. The series of questions that follow each shield statement reflect evidence-informed practice that has been shown to have a positive impact on the project.

The process encourages participants to reflect on strengths and weaknesses through the 4 issues. The evaluation tool includes some recommendation coming out from the women survivors of intimate partner violence.

To be effective the evaluation tool relies on honesty and trust within the group and therefore individuals require a secure setting where difficulties can be raised and opinions challenged in a constructive manner.

#### How does the evaluation Tool work?

The tool works by bringing together the women survivors of intimate partner violence at the end of the training paths and the trainer will facilitate the discussion using the questions link to the statement. There are three fundamental principles required for the process to work:

- Trust and security within the group setting which is conducive to an honest debate.
- An openness to examine, to challenge, and work through a process of change focused on a specific outcome.
- A commitment to follow the process from assessment to implementation and review, forming a continuous exercise of assessment, self-reflection, and evaluation.

In completing the exercise the group is encouraged to take a step back to individually reflect on their experience and perceptions of the 4 statements before collectively moving forward to assess how they respond to intimate partner violence. The evaluation tool requires commitment from the group, sufficient time allocation to allow for discussion, an acceptance of the appropriateness of honesty within the group setting, and the combined obligation of all present to implement the agreed actions.

### What is the purpose of the evaluation tool?

This evaluation tool helps break through this body of evidence and present the information in a user-friendly format of information, prompts, self-reflection and evaluation. Through completing and working toward each of the shield statements we can be reassured that they are taking an evidence informed approach to tackling about the issue of the project.

### Who is the evaluation tool designed for?

The self-evaluation tool is designed for social workers and counsellors working within women survivors of intimate partner violence. The evaluation tool can be used on a one-to-one basis for individual reflection, but it is best used as part of a group setting where a level of trust and security exists among the members.

### How will I use it?

The evaluation tool is designed to be completed in one sitting within 1.5 hours. The ideal number of participants is small (10 people maximum). The social worker presents the three statements one at a time using the three guiding questions related to each individual statement, to facilitate the discussion. The guiding questions may be submitted all together or discussed one by one. It is important to make participants think about their strengths and weaknesses related to each statement and encourage the emergence of proposals for concrete actions to change/implement the framework highlighted by the discussion.

### Note to the facilitator:

- Try to collect inputs from participants and list them in the section “Recommendations” contained in the final part of this toolkit (it is useful to photocopy this section of the toolkit for each focus group);
- Try to share and compare the results obtained from the focus group with other facilitators that have applied the same methodology.

<b>TIME AND RESOURCES</b>	
<b>TIME</b>	1.5 hours
<b>MATERIALS AND RESOURCES</b>	None



## Shield Statement 1

The economic empowerment activities I was involved in helped me to develop new skills.

### Group Reflection:

- Do you think you have opportunities to access job opportunities?
- Did it happen to you recently to plan new life projects?

### What comes out from the discussion

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

### What should be improved

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

### Recommendations

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

## Shield Statement 2

I have changed the perception of myself and of my potential.

### Group Reflection:

- Do you feel more confident about your personal and professional skills?
- Do you think you have enough power to bring the changes you wish for yourself?
- Do you think there is network willing to help you in case you need to?

### What comes out from the discussion

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_



- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

### What should be improved

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

### Recommendations

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

### Shield Statement 3

Economy is not only made of money and unpaid care work is an integral part of it.

### Group Reflection:

- Why unpaid care work should be taken into account when talking about economy and paid work?
- How unpaid care work impact women's lives?

### What comes out from the discussion

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

### What should be improved

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**Recommendations**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**Shield Statement 4**

Economic independence is a strong tool in exiting from violence.

**Group Reflection:**

- Do you think you have the capacity to achieve your own economic independence?
- Do you think you are able to recognize your own resources and possibilities?

**What comes out from the discussion**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**What should be improved**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_
- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_

**Recommendations**

- 1) \_\_\_\_\_
- 2) \_\_\_\_\_
- 3) \_\_\_\_\_



- 4) \_\_\_\_\_
- 5) \_\_\_\_\_
- 6) \_\_\_\_\_



## ANNEXES: CASE STUDIES

### **WCK's case study (Greece): establishing a network -**

### **The establishment of the local network in Karditsa in order to support effectively IPV survivors**

#### **Introduction**

Networking is a system of principles and actions, based on new forms of collective action and intervention. It shapes a wider dynamic to meet the social and economic needs of the members of our society.

Women's Center of Karditsa, in the frame of the WE GO! Project, has created a local-regional network, main objective of which is to provide the best support to women victims of intimate partner's violence. The primary concern of the Center and the other members of the network is their financial strength, which will enable them to be released from the violent environment without any retreat.

The two main axes of the WCK's networking were:

- 1) To inform the local stakeholders and to raise awareness, about the support they can provide, initially under the WE GO! Project, to IPV women that it supports
- 2) The Development of a plan of actions, in which briefly included:
  - Selection, on the basis of experience and knowledge of the services they provide, of the organizations to which WCK would address
  - Written or oral first contact of the Director of the WCK with the person in charge of the desired organization
  - Informative first meeting on the WE GO! Program, its actions and the specific points in which the 2 organizations will cooperate
  - Agreement on the implementation of common and / or complementary actions
  - Create project teams to implement them
  - Signing of a cooperation protocol by Legal Representatives, including the specific points of cooperation

There were selected organizations that would complement the WCK's actions, such as the Development Agency of Karditsa, the Cooperative Bank of Karditsa, the Interamerican - Local Branch, the Chamber of Karditsa, the local branch of Manpower Organization, the Lifelong Learning School of the University of Thessaly, and the regional network of the Hellenic radio television.

#### **1) Development Agency of Karditsa (AN.KA)**

ANKA's development focus is on "capacity building" and on the "empowerment" of the local population, particularly of the vulnerable groups, and the prevention them, of the social exclusion. Programs and projects are designed and implemented to serve a coherent and integrated vision for local development.

- 1) In the frame of the implementation of the WE GO! project, the women to whom the Women's Center of Karditsa has provided counselling services aiming at their

empowerment to gain financial independence with the establishment of a business in the field of social economy, ANKA undertakes to provide to them, through its specialized personnel, its officers:

- services for creating the "business plan" file
- support for the creation of a social cooperative enterprise
- support to promote businesses and promote their products or services

2) Within the frame of the broader cooperation of the two organizations, WCK also cooperates with the Europe Direct Information Center of Karditsa on European Policy issues.

3) The cooperation of the parties will continue after the end of the above program

The 2 organizations have signed a protocol for cooperation.

## **2) Cooperative Bank of Karditsa**

The Cooperative Bank of Karditsa is the first Ethical Bank in Greece, like "Banca Etica" in Italy, Brazilian "Banco Palmas" and "Grameen Bank" in Bangladesh.

Its local character gives the Bank strong competitive advantages and implies unique advantages for its members.

The WCK and the Bank have signed a cooperation protocol that includes:

1) the Cooperative Bank of Karditsa, evaluating the business plan which has been submitted, undertakes to provide:

- Financing from € 1,000 to € 25,000
- Repayment period from 3 months to 5 years
- Payment of the installment can begin 1-6 months after funding
- 10% discount on file assessment costs

2) Also, in order to strengthen women's access to finance:

- Evaluates with "flexibility" the credit history of each proposal
- Does not require collateral for funding
- The process is "fast track"

3) Cooperation will continue after the end of the program

## **3) Interamerican, local branch of Karditsa**

It is a private insurance company, with a country wide action. In the frame of its "corporate social responsibility", the company will co-organize with the WCK actions to raise public awareness on the IPV women supported by the WCK. This refers to the WE GO! project initially.

Cooperation between the 2 organizations will continue after the end of it.

The 2 organizations have signed a protocol for cooperation.

## **4) Chamber of Karditsa**



Chamber of Karditsa is a legal entity operating under the public law with 3,500 members. The purpose of the Chamber is to “protect” the trade, the artisanship, the industry, in the region of Karditsa.

Common actions of the WCK and the Chamber will include an IPV - Employers Interconnection, with the creation of an electronic tool for communication between them. At this platform,

- the employers will post the available jobs at local level
- the women IPV will post their CV (anonymously, a number will indicate “who is who”)

Actions to inform and raise awareness of the employers' members of the Chamber will be implemented initially within the WE GO! Project. After it expires, the cooperation will be continued. A protocol specifying the specific terms of cooperation, is to be signed the next period.

### **5) The local branch of Manpower organization, OAED**

OAED is the state organization that operates at a national level with branches at the Capitals of each prefecture.

The axes of OAED's policy can be summarized as follows:

- Promoting Employment
- Working with social and other local organizations in local employment programs
- Promoting the adaptability of workers and enterprises while maintaining employment
- Linking “Job Offer and Demand” through the Organization's new portal, at National Level
- EURES network linking “Job offer and demand” at European level

A link to the web site of WCK informs all women visiting it about the jobs available across the country.

### **6) Lifelong Learning School of the University of Thessaly**

The Lifelong Learning School of the University of Thessaly, in collaboration with members of the Academic Community (Teaching and Research Staff), designs, organizes and implements a series of lifelong and distance learning, training and training programs in a variety of scientific fields, knowledge, specialized skills and innovative actions.

The "Lifelong Learning Training Center" of the University of Thessaly “belongs” to the Public Sector.

WCK has ensured the cooperation of the training center, which will allow free and direct access to a range of training programs and training tools that enable the empowerment and / or entrepreneurship of entrepreneurship concepts for women who do not have the have an undergraduate background, or have low qualifications as a large part of IPV women have.

WCK and the Training Center have signed a cooperation protocol, initially within WEGO!, which will continue after the end of the project.

The 2 organizations have signed a protocol for cooperation.



### **7) Hellenic Radio Television (ERT), regional network of Thessaly**

ERT is the national state information network of the country. WCK has already agreed with the regional network of Thessaly for the cooperation of the two organizations, initially in the frame of the implementation of the “WE GO!” project, organizing a radio campaign for information and raising awareness on Violence against women issues.

In particular, ERT takes the responsibility of informing about the actions and of disseminating of the results of the WE GO! Project.

The director of the Regional Network has already sent the signed affirmative reply letter.

A protocol for cooperation is to be signed the next period.

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