

# Professionals against Domestic Violence

A Training Manual

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## PACT

Promoting Awareness for Cooperation and Training in the Field of Domestic Violence

**BUPNET**  
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## 1. Introduction

Violence against women is present at all socio-economic levels, age, groups, races, religions and countries. Numerous studies have been published that document the prevalence of domestic violence and its serious effects on women and children. The PACT project seeks to act on the background of the support chain of women and children survivors of violence in Europe by increasing the level of awareness and knowledge among all relevant vocational groups. PACT addresses professionals in education and vocational training as multipliers as well as in various services offered to victims such as medical and psychological care, shelter, legal consultancy and empowerment.

The central objective of the PACT training kit is on the one hand to deepen knowledge about violence against women among professionals and on the other hand to promote a closer cooperation and networking of all relevant stakeholders at a European level by exchanging knowledge and practice with view to different intervention models.

For the purpose of this course we will look at all forms of violence against women that happen at home where the perpetrators is a male family member or partner. The PACT partners are well aware that this covers only a small amount of the violence perpetrated in society.

This training manual contains basic information and training material relating to the issue of domestic violence. It is designed for use in training and further training courses for professionals in various fields. The training programme was developed as part of PACT, Promoting Awareness for Cooperation and Training in the Field of Domestic Violence, a project funded by the European Commission under the Lifelong Learning Programme Grundtvig framework and carried out between January 2010 and December 2011 by a consortium of European partners consisting of seven partner institutions from Germany, Austria, Italy, Lithuania, Malta, Poland and Portugal. The training manual reflects the situation and the information available in March 2011 – new developments, particularly in the legal sector are not taken into account. Learners are invited to look out for regular updates for themselves.

In the first project phase the partnership conducted comprehensive research activities as well as interviews in order to explore specific needs and wishes in terms of training and networking of local stakeholders working in the field of domestic violence. All partners were requested to analyse existing education and training with view to content, methodologies, good practice and ICT support. They also identified fields of improvement in the support network for victims of domestic violence by putting a special focus on networking aspects of different stakeholders in the support chain. The transnational synthesis of the needs analysis results was compiled and is available on the PACT website. It was the basis for the development of the PACT training kit.

The results of the needs analysis confirm that there is still a deficiency of further training in the field of domestic violence. The partnership analysed all results and clustered identified training topics into seven training modules. As far as the training method is concerned interviewees clearly expressed their preference for e-learning as they could work flexibly in their free time and would have access also from distant areas. Thus, the seven modules consist of both

face-to-face and e-learning units. The overall duration is approx. 70 hours of which approx. 50 hours are offered in e-learning.

The PACT concept at hand introduces the training approach and provides trainers who conduct the PACT training with crucial information on the training elements and their interfaces. After an introduction to the blended learning approach, an overview about the modular training programme and the training delivery are given. The various training modules are introduced with respective templates highlighting theoretical background, learning outcomes as well as the learning activities and related materials.

## 2. PACT training approach

From the gathered data during the needs analysis phase derived that there is a high interest in modular training geared to professional groups at all levels of experience in the field of domestic violence. Thus the training programme provides on the one hand basic knowledge to those target groups that do not deal regularly with victims of domestic violence but are likely to be confronted with cases of domestic violence and on the other hand it delivers specific knowledge to those target groups that have been working in the field but want to refresh or deepen their knowledge and learn more about different approaches.

### 2.1 Training structure

The structure of the training is based on a modular concept, meaning that the section and units of the course can be used independently. In accordance with this concept, training modules can be composed like 'building blocks' in various ways according to the training needs and characteristics of the target group(s), and the time available for training. The contents are integrated in a methodological modular structure in the form of interchangeable modules and learning units that are used to create different training/learning programmes.

In addition, local stakeholders who were interviewed by all seven partner organisations in the needs analysis phase expressed the wish to be able to work flexibly with the training programme without spatial and temporal limitations. Against this background a training programme conceived with a blended learning approach seemed the best solution, i.e. a training programme consisting of face-to-face seminars being complemented by online modules. The combination of multiple approaches to learning is called blended learning. Blended learning can be accomplished through the use of 'blended' virtual and physical resources. This term refers to a learning solution that incorporates several delivery methods and is also used to describe learning that mixes various activities e.g. a mix of live e-learning, face-to-face elements, and self-paced learning. The combination of traditional classroom teaching and e-learning elements is apt to take advantage of both methodologies and, additionally, takes into account different learning styles and different possibilities and needs of learners with various professional and cultural backgrounds.

### 2.2 Training principles

With its modular blended learning approach, the PACT training kit meets two essential needs that were clearly expressed by all interviewees during the needs analysis phase:

**Spatial flexibility:** By combining various e-learning methods with face-to-face training, the learners may access the knowledge from wherever they are until they meet face-to-face with the instructor. This is of particular interest in rural areas with a weak infrastructure.

**Time flexibility:** The PACT blended learning offer self-study modules which can be completed by the learner whenever he/she chooses to do so instead of having to be present at the instructor-led session. In this sense, learners should be encouraged to make use of all different elements; as learners may try to select the parts of the training course that they prefer and therefore not concentrate on other useful elements. Ideally learners should be made aware that the "package" of learning solutions is greater than the parts, and that each element adds something important to the total solution and should not be disregarded.

Moreover, the PACT training is based on the following adult learning principles:

- The learning is self-directed and allows learners to learn at their pace.
- It fills an immediate need and is highly participatory.
- Learning is experiential, i.e. participants (and the trainer/tutor) learn from one another.
- Time is allowed for reflection and corrective feedback.
- A mutually respectful environment is created between trainer/tutor and participants.
- A comfortable environment is provided.

Training techniques used in the PACT training programme include the following:

- *Case studies* – written descriptions of real-life situations used for reflection and discussion (workshops and e-learning);
- *Presentations* – activities conducted by the trainer/tutor or a resource specialist to convey information, theories, or principles (workshops and e-learning);
- *Simulations* – enactments of real-life situations (workshops and e-learning);
- *Group discussions* – participants share experiences and ideas or problem solutions (workshops and e-learning).
- *Brainstorming* – a creative and stimulating approach to opening up the consideration of a particular topic. The participants are invited to call out their responses to a given question, and the trainer jots these down on the blackboard or flip chart. Only afterwards will the group start its discussion or analysis, its critical appraisal, structuring and so on. (workshops)
- *Self-reflection* – with the help of various questionnaires participants are stimulated to examine the impact of personal values, beliefs, styles of communication, and experiences in order to gain a deeper understanding of personal and cultural biases, experiences, and beliefs as these may influence future action and learning.

- *Quizzes* – online questionnaires are provided on the e-learning platform allowing learners to check their knowledge. Learners can take a quiz at any time and view the results after its completion.
- *Audiovisual teaching aids* – short film clips are used to add an element of authenticity to a topic. These films do not at any point show any act of violence but are interviews or documentaries.
- *Action maze* – is a kind of interactive casestudy; the user is presented with a situation, and a number of choices as to a course of action to deal with it. On choosing one of the options, the resulting situation is then presented, again with a set of options. Working through this branching tree is like negotiating a maze, hence the name "Action Maze" (e-learning).

### 2.3 Technical implementation

The PACT training is based on a combination of technology-based materials and face-to-face sessions used together to deliver instruction. The online modules are designed as self-learning course for an individual, and with interaction in a group. They are delivered on a specially designed Moodle platform. The word *Moodle* is actually an acronym for *Modular Object-Oriented Dynamic Learning Environment*. The platform is a free and open-source e-learning platform (no licence fees are required). It has become very popular among educators around the world as a tool for creating and delivering online dynamic web sites for their students. The e-learning modules are designed to prepare, repeat or support the trainer-led sessions. Moreover, participants can deepen their knowledge independently at their pace.

To follow the e-learning training an Internet connection is always required. Ideally online learning is accompanied by a trainer or tutor, who is available for feedback and technical support. The trainer who delivers the face-to-face session should also refer to the online learning units and should include findings, questions or any kind of feedback in his/her training session.

Even though the training programme is conceived as blended learning programme, thus foreseeing an introductory workshop in which the e-learning platform and its functions are explained, the e-learning modules can also be worked through independently. An introduction on how to use the e-learning platform is given on the Moodle platform itself. In this case it is evident that content related questions or technical problems are left with the learners, who can only try to find answers by themselves.

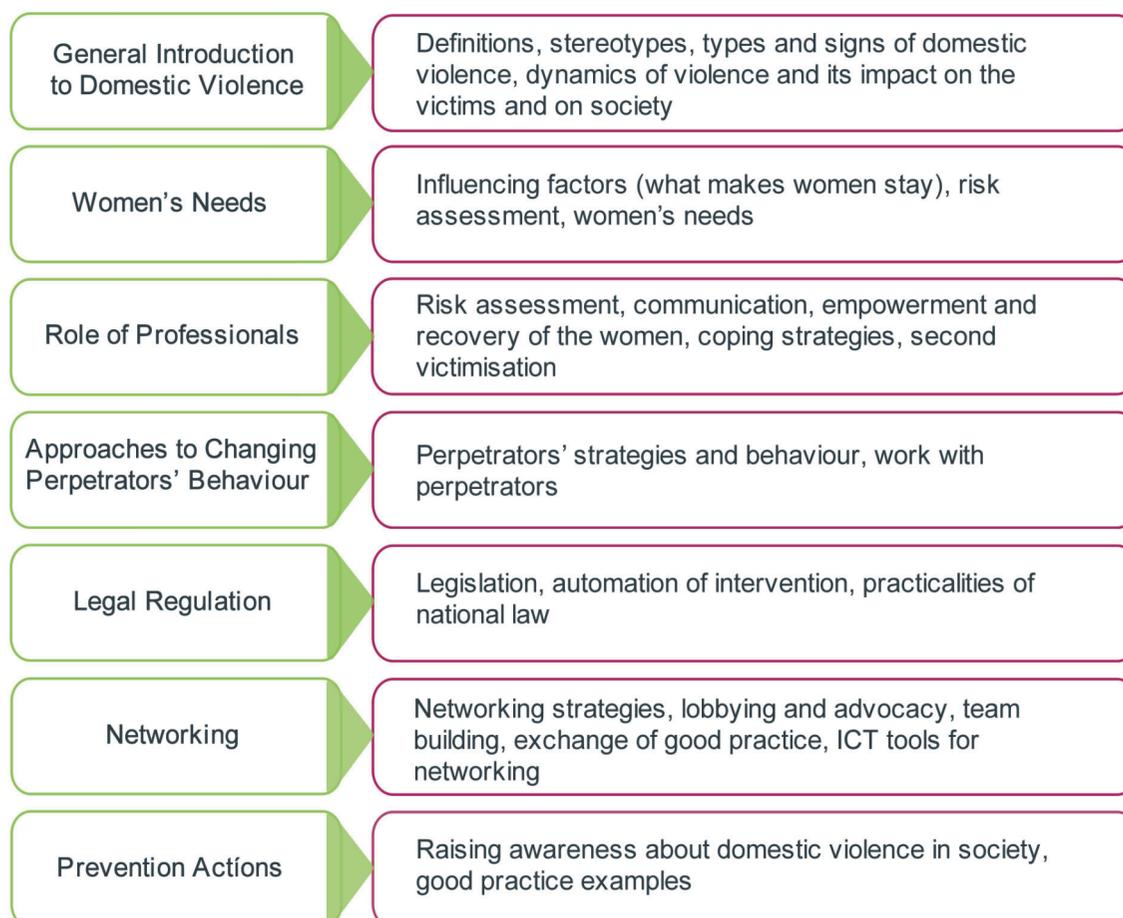
## 3. Training contents

The programme is designed for use in training and sensitising relevant professional groups. It includes fundamental information on the issue of domestic violence, which are relevant for all vocational groups, as well as more detailed information for professionals who actually deal with domestic violence. Special importance is attached to awareness raising for professionals dealing with victims of domestic violence as an effective means of preventing such violence by giving concrete examples from the field that have proven well in different countries over the last years.

# TRAINING CONTENTS

## 3.1 Seven training modules

The PACT training kit consists of seven modules:



The sequence of the modules as illustrated above is not compulsory, i.e. as far as the e-learning is concerned each learner can select where to start and how to go on. Nevertheless, there are three modules which the PACT consortium considered to be interconnected and should thus be worked through in a definite order. These modules are: general context, women's needs and role of professionals. Not only are they interconnected but they also offer fundamental information on the issue of domestic violence relevant for all vocational groups. These three modules represent a good introduction for those learners who have not yet worked in the field, whereas the other four modules are more specific and can be used in a more flexible manner. According to the modular approach it is above all up to the learners to choose their learning path.

## 3.2 Experimentation in national pilots

In the national pilots that were conducted in all seven partner countries, the training course started with an introductory workshop in face-to-face aiming at introducing the overall course concept and above all the e-learning environment and was organised as follows:

	Face-to-Face	E-learning
Introductory Workshop	4 hours	
General Introduction to Domestic Violence		6 hours
Women's Needs	3 hours	12 hours
Role of Professionals	3 hours	12 hours
Approaches Towards Changing Perpetrators' Behaviour		8 hours
Legal Aspects		8 hours
Networking	2 hours	8 hours
Prevention Actions	2 hours	4 hours
<b>Total</b>	<b>14 hours</b>	<b>58 hours</b>

This does not necessarily mean that future courses need to be organised in the same way. The concept offers utmost flexibility. For example: face-to-face sessions can be organised differently, e.g. instead of having small sessions of two or three hours, a whole day can be planned during which different topics can be tackled. One could think of having one introductory day and one conclusive day. Reducing the number of face-to-face sessions by extending the number of hours can be particularly useful in rural areas, where learners have to travel long distances to the course venue.

It is also an option to completely skip the face-to-face sessions and to opt for pure e-learning. The e-learning course can either be led by a tutor, who is available to give (technical) support, or be worked through by learners independently from any course organisation. In these cases, it is evident that the direct exchange with the group is limited to virtual communication on the e-learning platform in respective forums or via e-mail. Moreover, group exercises that are foreseen in face-to-face workshops in order to experiment certain behaviours, simulate a given situation in the group or the like might prove to be not feasible. Pure e-learning despite of its numerous advantages might not achieve the same results as a blended learning programme. Lack of direct exchange amongst learners and resulting motivation problems can be possible reasons for a moderate success. Technical developments such as instant messaging, chat and online conferencing allow learners to interact, but according to our experience cannot replace a direct interaction in a face-to-face situation.

### 3.3 Elements of the training package

The PACT training kit consists of two parts: the descriptions of the seven modules and their learning activities, and an attached CD with all learning resources. The descriptions of the seven modules serve as an orientation for the trainers. They contain an introductory page to the module and are followed by the description of the (e-)learning units. More concretely, the introductory page contains:

- background information on the specific topic of the module
- the overall aim of the module
- the learning outcomes on completion of the module
- the applied training methods
- an overview of (e-)learning units
- further reading

After the introductory page each (e-)learning unit is described more in detail and explains:

- the rationale
- the learning outcomes for the specific unit
- the description either of the e-learning material or of the learning activity in a face-to-face setting
- tips for trainers
- indication of the estimated duration, equipment needed and training resources either available on the e-learning platform or on the attached CD for both e-learning and face-to-face training.

All e-learning units are available on the PACT e-learning platform and can be accessed through the project PACT-website: [www.pact-eu.org](http://www.pact-eu.org).

# THE 7 MODULES

**MODULE 1**  
General Introduction to Domestic Violence

**MODULE 2**  
Women's Needs

**MODULE 3**  
The Role of Professionals

**MODULE 4**  
Approaches towards Changing the Behaviour of Perpetrators

**MODULE 5**  
Legal regulations

**MODULE 6**  
Resources, Services and Cooperation Networks

**MODULE 7**  
Preventive Actions



## MODULE 1: GENERAL INTRODUCTION TO DOMESTIC VIOLENCE

### Introduction

“Violence against women (VAW) ... is one of the most systematic and widespread human rights violations. It is rooted in gendered social structures rather than individual and random acts; it cuts across age, socio-economic, educational and geographic boundaries; affects all societies; and is a major obstacle to ending gender inequality and discrimination globally.” (UN General Assembly, 2006).

Violence against women and children can be assessed according to the type of perpetrator. For the purpose of this course we will look at all forms of violence that happen at home where the perpetrator is a partner. More specifically, we look at heterosexual couples with or without children where the male person is the perpetrator.

This is the first module of the PACT course and intends to provide a general introduction on domestic violence to all professionals who are already or are planning to work with victims of violence

### Aim

This module aims to develop knowledge and understanding of definitions, forms, dynamics, prevalence and impact of domestic violence.

### Learning outcomes

On completion of this module participants will be able to

- define domestic violence;
- identify and describe the various forms of abuse and their signs;
- recognise and counter stereotypes and myth connected to domestic violence;
- describe the dynamics of domestic violence;
- illustrate the impact of domestic violence on the victims and society;
- reflect upon personal reactions to issues raised in this module.

### Training method applied

The module is exclusively available on our virtual learning platform and consists of 6 e-learning units. The overall duration is approx. six hours.

## MODULE 1 GENERAL INTRODUCTION

### Overview of e-learning units

- Unit 1 – Definitions of domestic violence
- Unit 2 – Stereotypes in the field of domestic violence
- Unit 3 – Types of domestic violence
- Unit 4 – Signs of domestic violence
- Unit 5 – Dynamics of domestic violence
- Unit 6 – Impact of domestic violence

### Further reading

- United Nations, Declaration on the Elimination of VAW:  
<http://www.un.org/documents/ga/res/48/a48r104.htm>
- Council of Europe: <http://www.coe.int/t/DGHL/StandardSetting/Violence>
- WAVE (Women Against Violence Europe) Network: <http://www.wave-network.org>
- United Nations Entity for Gender Equality and the Empowerment of Women:  
<http://www.unwomen.org/focus-areas/?show=Violence%20against%20Women>
- Domestic Violence for Beginners, Alisa Del Tufo, ISBN: 0863161731

## Unit 1: Definitions of domestic violence

### Rationale

Domestic violence is a pattern of abusive and threatening behaviours that may include physical, emotional, economic and sexual violence as well as intimidation, isolation and coercion. Domestic violence is intentional behaviour; its purpose is to establish and exert power and control over another person.

In the context of this course domestic violence will be understood as “violence from men against their (ex-) partners“. We are well aware that this definition only covers a small amount of the violence perpetrated in society.

This e-learning unit offers various definitions of domestic violence of internationally recognised bodies and intends to create understanding of what constitutes a violent partnership.

### Learning outcome

- Trainees will be able to define domestic violence.

### Description of e-learning material

- A number of definitions that are officially given by international bodies such as the United Nations are presented in an abridged version in a pdf file and can be downloaded from the e-learning platform. The file contains also web links for further reading.

### Tips

The material gives general information on how violence against women and domestic violence are officially defined. Studies show that a high percentage of domestic violence is directed by men against women. For the purpose of the course we look at all forms of violence that happens at home in a heterosexual relationship with a male perpetrator.



**PEOPLE**

Individual



**DURATION**

30 minutes



**EQUIPMENT**

PC



**MATERIAL**

1.1.1 Definitions DV

## Unit 2: Stereotypes in the field of domestic violence

### Rationale

Stereotypes (derived from the Greek (stereos = solid, typos = mark) are standardised and simplified conceptions that people make about the characteristics of all members of a group based on some prior assumptions.

Many stereotypes surround domestic violence. “It’s alcohol that causes men to be violent.”

Many men who drink are not violent to their partners and many men who are violent do not drink. Alcohol may be a factor in triggering violent incidents in the home but it is not the cause. Drunkenness is never an excuse for violence. Drunk drivers are not seen as unable to help their behaviour, and their drunkenness is not seen as an excuse for the damage they cause.

In this unit most common stereotypes and myths are highlighted and facts are given to do away with those myths.

### Learning outcomes

- Trainees will gain awareness of common stereotypes linked to domestic violence and reflect on own perceptions.
- Trainees will understand the functions of stereotypes.

### Description of e-learning material

- A self-reflection questionnaire on stereotypes inviting learners to reflect whether given statements are true or false.
- Conclusive background information on each of the quoted stereotypes.
- Commented cartoon illustrating the functions of stereotypes.
- Further reading regarding the function of stereotypes.

### Tips

During face-to-face sessions trainers should avoid stereotypes themselves when giving examples for specific situations in daily life of a couple (“man at work”, “woman at home with the children”...).



#### PEOPLE

Individual



#### DURATION

60 minutes



#### EQUIPMENT

PC



#### MATERIAL

1.2.1 Quiz stereotypes  
1.2.2 Support material  
1.2.3 Cartoon  
1.2.4 Function stereotypes

## Unit 3: Types of domestic violence

### Rationale

Not all domestic violence is the same. Domestic violence has many forms, including physical violence, sexual abuse, emotional abuse, intimidation, economic deprivation, and threats of violence including destructive acts on victim's property.

This e-learning unit focuses on the different types of violence, mainly against women and children. It intends that participants identify different forms of violence. At the same time, the module is the basis to understand the dynamics of domestic violence.

### Learning outcomes

- Trainees will be able to identify different types of violence.

### Description of e-learning material

- Slides explaining different forms of violence for self-directed learning.

### Tips

Even though the slides do not present any act of violence, they might have a strong impact on learners who have suffered domestic violence themselves. If need be, support shall be given by trainers or tutors.



#### PEOPLE

Individual



#### DURATION

60 minutes



#### EQUIPMENT

PC



#### MATERIAL

1.3.1 Types of DV

## Unit 4: Signs of domestic violence

### Rationale

There is no way to tell for certain if someone is experiencing domestic violence. Those who are victims of abuse, and those who abuse, come in all personality types. Victims of violence are not always passive with low self-esteem, and perpetrators are not always violent or hateful to their partner in front of others. Most people experiencing relationship violence do not tell others what goes on at home. So how do you tell?

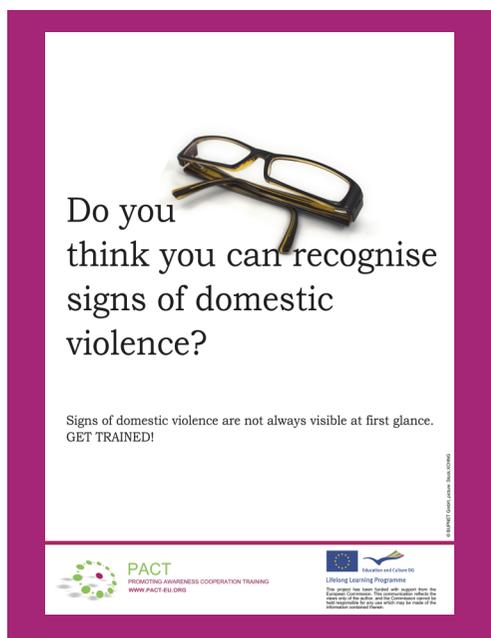
This e-learning unit intends to give information on the possible signs of violence, which might help to identify whether a woman is suffering from domestic violence. It also raises awareness for the fact that some of the signs are not so obvious or not at all visible.

### Learning outcomes

- Trainees will gain awareness for the fact that signs of domestic violence are not always obvious. They will be able to identify possible signs of domestic violence.

### Description of e-learning material

- Slides dealing with different signs of domestic violence for self-directed learning.



**PEOPLE**

Individual



**DURATION**

60 minutes



**EQUIPMENT**

PC



**MATERIAL**

1.4.1 Signs of DV

## Unit 5: Dynamics of domestic violence

### Rationale

Although each case of abuse has its own specificity, each one follows a certain plan that is known in psychological thinking as the cycle of a violent act. Domestic violence is intentional behaviour. The purpose of domestic violence is to establish and exert power and control over the partner. Perpetrators use a wide range of coercive and abusive behaviours against their victims. Some of the abusive behaviours result in physical injuries that harm the victim both physically and emotionally or involve emotionally abusive behaviours that are psychologically damaging to the victim.

In this e-learning unit the participants become familiar with the idea of how domestic violence occurs in different phases of daily life (cycle of violence). Moreover, focus is put on the fact that domestic violence is a pattern of abusive behaviours (wheel of power and control) that may include physical, sexual, psychological and economic violence.

### Learning outcomes

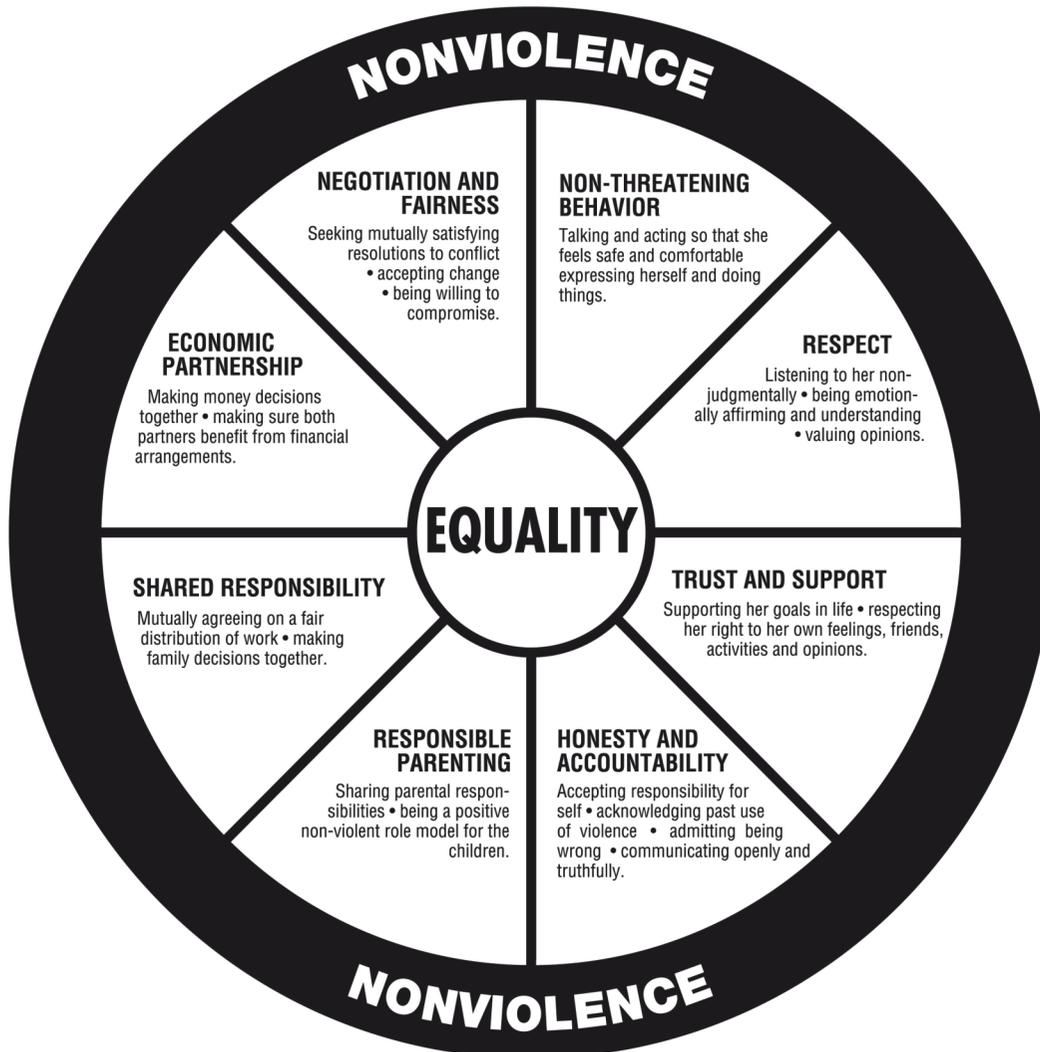
- Trainees will be familiar with the dynamics of violence and will be aware of the fact that in most of the cases an aggressor does not commit the abuse just once.
- Trainees will learn about diverse forms of abusive behaviours used to gain and exert power and control by means of the wheel of power and control by Duluth.

### Description of elearning material

- Graph illustrating the cycle of violence with its phases of tension building, abusive act, and reconciliation phase.
- Introductory information to the wheel of power & control, also known as Duluth model.
- Graph showing the so called wheel of power and control which illustrates the pattern of actions used by the perpetrator to intentionally control or intimidate his partner. (We only focus on women's experience here).
- Questions for reflection and exchange in the forum provided in the e-learning platform.

**Tips**

The dynamics of violence are further highlighted in module 4 dealing with approaches to changing perpetrators' behaviour especially in unit 3



Wheel of equality (Duluth)  
Domestic Abuse Intervention Project  
[www.duluth-model.org](http://www.duluth-model.org)



**PEOPLE**

Individual



**DURATION**

60 minutes



**EQUIPMENT**

PC



**MATERIAL**

1.5.1 Cycle of violence  
1.5.2 Introduction Wheel  
Duluth  
1.5.3 Wheel Duluth  
1.5.4 Questions for  
reflection

## Unit 6: Impact of domestic violence

### Rationale

Domestic violence has consequences for both the wider society and the individual victim. Apart from health consequences which can result from the violent acts or from long-term effects of violence, the social and economic costs of violence are enormous and have ripple effects throughout society: Women may suffer isolation, inability to work, loss of wages, lack of participation in regular activities, and limited ability to care for themselves and their children.

This unit intends to show the impact of domestic violence on the victims as well as on society.

### Learning outcomes

- Trainees will gain awareness of the consequences and effects caused by an abusive relationship on the victims as well as on society.

### Description of e-learning material

- Case study extracted from a woman survivor's diary illustrating the impact of violence on the victims of an abusive relationship.
- Multimedia material highlighting the impact of DV on women, children and society.

### Tips

This unit can be complementary to module 3 dealing with the role of professionals.



#### PEOPLE

Individual



#### DURATION

60 minutes



#### EQUIPMENT

PC



#### MATERIAL

1.6.1 Case study  
1.6.2 Impact on women  
1.6.3 Impact on children  
1.6.4 Impact on society

## **MODULE 2: WOMEN'S NEEDS**

### **Introduction**

The permanence of the women in the situation of violence is influenced by several factors, including the impact of domestic violence on women and children, their needs and their safety and security. To promote women's autonomy, empowerment and in view of ending the situation of violence, it is important to be aware of these factors, in order to provide the support required.

To (re)build a life without violence, it is important to identify the needs of women at several levels, such as security, social, employment, housing, among others. Thus the risk level should be considered not only in the crisis situation, but also regularly during the process of recovery and healing.

### **Aim**

This module aims to sensitise professionals to reasons behind the choice to stay in, or leave a violent relation in order to provide the most competent support to victims. Moreover learners will acquire skills and knowledge for devising a safety plan tailored to victim's needs.

### **Learning outcomes**

On completion of this module participants will be able to

- describe the factors that influence women's decision about whether to stay in or leave a violent relationship;
- recognise the importance of risk assessment and the factors that increase the risk;
- apply risk assessment instruments;
- build an individual safety plan all by respecting the women's decisions;
- understand victim's needs;
- define available and required resources;
- reflect upon personal reactions to issues rated in this module.

### **Training method applied**

The module consists of seven units of which the first four are delivered via our e-learning platform and the other three in face-to-face workshops. The e-learning and the face-to-face part complement each other.

### Overview of e-learning units:

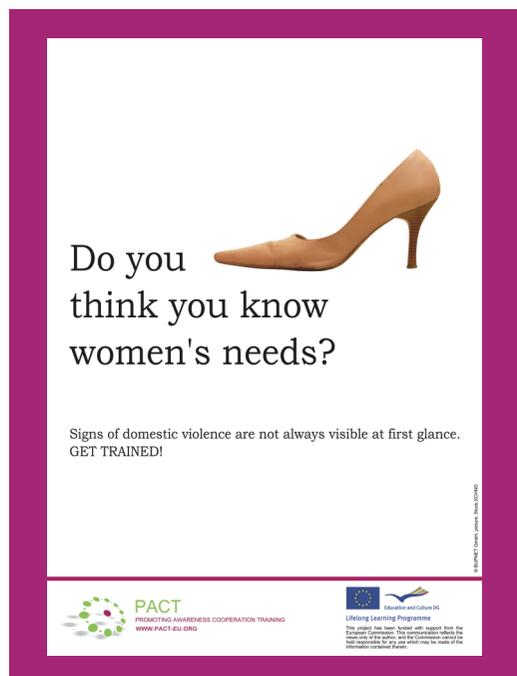
- Unit 2.1 – Definition of influencing factors
- Unit 2.2 – Introduction to risk assessment
- Unit 2.3 – Reflection on women's needs
- Unit 2.4 – Introduction to safety planning

### Overview of learning units (face-to-face sessions):

- Unit 2.5 – Brainstorming Influencing factors
- Unit 2.6 – Risk assessment and safety planning
- Unit 2.7 – Identification of women's needs and resources

### Further reading

- National Domestic Violence Hotline, USA: <http://www.thehotline.org/get-help/safety-planning/>
- Risk assessment: UK-based Multi-agency Model: <http://www.communitycare.co.uk/Articles/2007/04/19/104205/Risk-assessment-and-domestic-violence-the-multi-agency-Marac-model-of.htm>



## Unit 1: Defining influencing factors

### Rationale

It is quite common to hear "Why do women stay in abusive relationships?" or "Why don't they leave?". The fact is that reasons for staying are very complex. Often, it is dangerous for a woman to leave an abusive relationship. Leaving could mean living in fear of being stalked, fear of losing custody of any minor children, losing financial support, and experiencing harassment at work. Moreover, if the abuser is economically abusive (cf. module 1, unit 3: types of violence) and withholds all family money, leaving can lead to additional hardships.

This e-learning unit intends to create awareness that there are several factors which influence the women's decision to stay in, or leave a violent relation.

### Learning outcome

- Trainees will be able to describe the reasons for women to stay in, or to leave a violent partnership.

### Description of e-learning material

- Slides highlighting the factors that make women stay and those that make women more easily leave a violent partnership.
- A questionnaire containing ten multiple choice questions dealing with influencing factors and providing automatically the correct answer.

### Tips

In the first face-to-face workshop of this module, trainers should ask trainees about the questions they were not able to answer correctly and, if need be, discuss them.



#### PEOPLE

Individual



#### DURATION

30 minutes



#### EQUIPMENT

PC



#### MATERIAL

2.1.1 Influencing factors  
2.1.2 Questions  
Influencing factors

## Unit 2: Introduction to risk assessment

### Rationale

One of the main concerns in the intervention is the safety and security of survivors of violence, in which professionals are involved in order to assess and manage the risk. In domestic violence intervention, the ability to manage the risk and develop a support and safety plan is fundamental.

Risk assessment is the formal application of instruments that allow assessing the likelihood that abuse and violence will be repeated and escalated (Roehl and Guertin, 2000, p.171). Through the last decades several instruments and tools to assess the dangerousness of the perpetrator and the level of risk for the victim have been developed.

Despite the available instruments and tools, none of these instruments and tools assesses and foresees the risk level efficiently. Nevertheless they are helpful to collect information in a systematic manner and to compare with previous knowledge and experience in order to assess if the victim is at serious risk of life.

A multi-agency approach and cooperation is of crucial importance when conducting risk assessment, i.e. that professional from different organisational contexts exchange information on reported cases on a regular basis. During these regular meetings professionals discuss reported cases and define those of highest relevance.

Moreover, risk assessment should be done also together with the victim of violence to support her and plan with her safety strategies.

### Learning outcomes

- Trainees will be able to identify the risks that women face and to reflect on factors that might increase the risk.
- Trainees will get familiar with instruments and tools apt to support the risk assessment.

### Description of e-learning material

- Introductory text on risk assessment.
- Crosswords where trainees are asked to answer ten questions dealing with different aspects of domestic violence.
- Information on exemplary tools and instruments that are used for conducting risk assessment:
  - The BIG 26: The Domestic Abuse Intervention Program (DAIP) in Duluth, Minnesota, USA, has developed 26 questions to assess the dangerousness of a perpetrator.
  - SARA – Spousal Assault Risk Assessment Guide: The Spousal Assault Risk Assessment Guide (SARA) helps criminal justice professionals predict the likelihood of domestic violence.
  - Risk assessment model for domestic violence cases developed by the Metropolitan Police, London.

Trainees are invited to do an internet research themselves and look for applied risk assessment tools in their country. Results can be discussed either in the forum on the e-learning platform or in a face-to-face session, according to the course structure.

### Tips

As mentioned in the rationale, risk assessment should be conducted with a multi-agency approach. Further information on networks and collaboration is available in module 6 “Networking”. Concrete examples of successful cooperation networks are given in module 6, unit 6 or in our good practice brochure.



#### PEOPLE

Individual



#### DURATION

45 minutes



#### EQUIPMENT

PC



#### MATERIAL

2.2.1 Introductory text  
2.2.2 Crosswords

## Unit 3: Reflection on women's needs

### Rationale

Taking into account that survivors of domestic violence have, in most of the cases, the need to (re)build their life, it is important to consider different aspects of life. Thus the intervention should consider the needs of the woman and her family at different levels.

In this unit, the focus is put on women's needs, as a requisite for a successful intervention, and a step for the reflection on the required resources.

### Learning outcome

- Trainees will be able to describe general needs of an adult person and identify special needs of women in a violent relationship.

### Description of e-learning material

- A word search exercise inviting trainees to think about the general needs of an adult person by finding specific words in a table.
- A list summarising needs of a woman in a violent context that must be taken into consideration in order to support her to build or rebuild her life.



#### PEOPLE

Individual



#### DURATION

20 minutes



#### EQUIPMENT

PC



#### MATERIAL

2.3.1 Exercise "Word Search"  
2.3.2 List women's needs

## Unit 4: Introduction to safety planning

### Rationale

Establishing a safety plan is one of the most important phases in the crisis intervention, since one of the main aims is to guarantee the safety and security of the survivors, preventing further acts of violence or murder.

The safety plan should correspond to the results of the risk assessment and should take into account women's needs. It is built together with the woman all by respecting her decisions.

### Learning outcomes

- Trainees will be able to describe what safety planning includes.

### Description of the e-learning material

- Slides highlighting considerations and tips to be taken into account by professionals when establishing a safety plan with victims of domestic violence.
- A case study provided in a "quandary" exercise telling the story of Anna and Joe who live in a violent relationship. Anna is beaten by Joe and needs medical care. Even though Joe is sorry for what happened, he continues to threaten and to beat her. The exercise invites trainees to put themselves in Anna's shoes and think about decisions Anna must take in given situations. The situations through which the trainees are guided offer various options for action. The trainees have to decide what Anna should do to minimise risks for her and her children.

### Tips

The trainer could discuss the quandary exercise in the face-to-face workshop to give trainees the opportunity to discuss the various aspects highlighted in the exercise.



#### PEOPLE

Individual



#### DURATION

15 minutes



#### EQUIPMENT

PC



#### MATERIAL

2.4.1 Safety planning  
2.4.2 Case Study as  
Quandary exercise  
(on platform)

## Unit 5: Brainstorming influencing factors

### Rationale

As already mentioned, the influencing factors are an important key for the intervention in a domestic violence situation, since they help to understand the context and play an important role on women's decisions.

The influencing factors range from individual to social and economic levels, which should be considered during the intervention in order to adapt and adjust the intervention to the specific needs.

### Learning outcomes

- Trainees will be able to describe concrete factors that influence a woman's decision about whether to stay in, or leave a violent partnership.

### Description of face-to-face activities

- The trainees are invited to reflect on potential factors that influence domestic violence situations and to identify the impact that such factors could have on the woman's decision to stay or to leave.
- The collection of ideas is facilitated by specific questions presented by the trainers. For example:
  - Remembering the first module, please identify the characteristics of domestic violence.
  - What are the perpetrator strategies?
  - Why does a woman stay or why does she leave? What are the factors that might influence her decision?
    - Does the victim recognise herself as victim of domestic violence?
    - How will the victim live after leaving the violent relationship?
    - How does the perpetrator see the victim? How is the image of the survivors?
    - Are children involved? Why could they influence the decision and how?
    - Does the victim have social relations?
    - Are services available – and are they accessible?
- Keywords of the brainstorming are noted down on a flipchart.
- The discussion is summarised by going through the presentation on influencing factors.

**Tips**

The trainer should connect to the e-learning units of module 1 and 2 by referring especially to the characteristics of domestic violence and its impact on women and children as well as on women's needs.

The online questionnaire dealing with influencing factors (module 2.1) that was presented in the e-learning platform should be discussed to clarify doubts and incorrect answers.



**PEOPLE**

Whole Group



**DURATION**

45 minutes



**EQUIPMENT**

PC, video projector,  
flipchart and pen



**MATERIAL**

2.1.1 Influencing factors

## Unit 6: Risk assessment and safety planning

### Rationale

For a successful intervention we need to consider the risk that women face. Assessing the risk will contribute to understand the situation as well as the women's needs. Hence it will help to develop an adequate individual safety plan with adjusted strategies, respecting women's own decisions without forcing them to do what professionals consider the best option or solution.

A more comprehensive introduction to the risk assessment is available on the e-learning platform in unit 2.2.

### Learning outcomes

- Trainees will be able to identify risks that women might face in their individual situation and to identify and plan safety strategies.
- Trainees will gain awareness of the fact that women are able to take their own decisions which should be respected by professionals.

### Description of face-to-face activities

- Taking into account the e-learning phase (especially unit 2.2) the trainer explains what is considered as a risk and the importance to assess risk levels at an early stage.
- The trainer distributes an exemplary risk assessment grid to the group of trainees and clarifies questions. Examples for risk assessment grids are (please see also the list provided in unit 2 of this module):
  - Big 26
  - SARA
  - MPS by Metropolitan Police
  - CAADA
- The participants analyse a given case study and apply the risk assessment grid to the situation described in the case study.
- Once the assessment grid is completed (either in small groups or in the whole group), participants reflect on safety strategies.
- The collection of ideas and examples is facilitated by specific questions presented by the trainers.
- Keywords of the discussion are noted down on a flipchart;
- Following the reflection, the trainer presents a short overview of useful tips for safety planning.

## MODULE 2 UNIT 6 WOMEN'S NEEDS

### Tips

- The trainer should reinforce the idea that the safety plan has to be established in accordance with the actual risk level.
- Trainees can be invited to share their tips of best proven practice in terms of safety planning from their own experience. The respective question that can be asked by the trainer could be: Can you give good examples of tips that helped to minimise a woman's risk and that you might have developed together with the woman?



#### PEOPLE

Whole Group



#### DURATION

80 minutes



#### EQUIPMENT

PC, video projector,  
flipchart and pen



#### MATERIAL

2.6.1 Case study  
2.6.2 RA CAADA  
2.6.3 Danger Assessment  
2.6.4 RA SARA  
2.6.5 RA Big 26  
2.4.1 Safety planning

## Unit 7: Identification of women's needs and resources

### Rationale

Taking into consideration the results of the risk assessment as well as available resources and alternatives, this unit puts a focus on women's needs. To (re)build a safe life without violence, it is important to identify the needs of women (and those of their children) at several levels, such as security, social environment, employment, physical and mental health, housing, and education.

This module ties up to the online communication module delivered in the module 3 “Role of Professionals” where basics of effective communication are highlighted.

### Learning outcomes

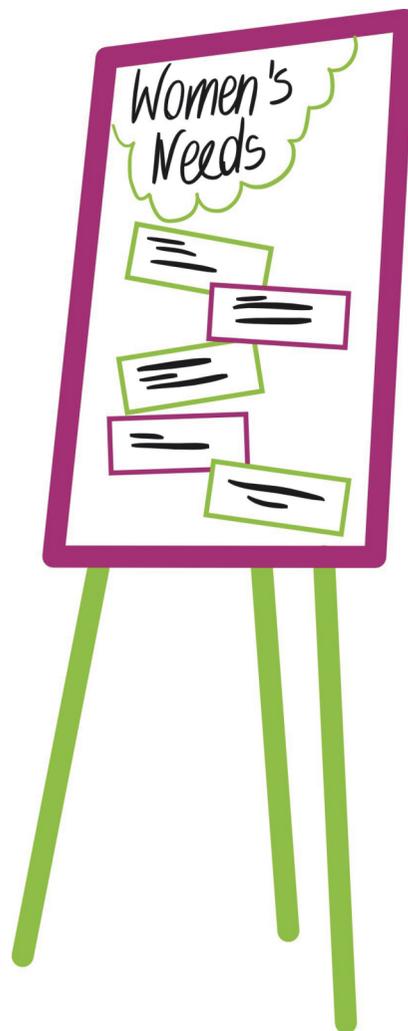
- Trainees will be able to identify specific needs of survivors of violence at different levels.
- Trainees will be able to identify possible solutions to support women and to meet their needs.

### Description of face-to-face activities

- Participants are invited to identify the potential needs of survivors of violence, writing on cards their reflections.
- In the next step participants expose their cards and share the results with the group.
- On the basis of the provided case study (see previous unit), participants are requested to build individually a life project for the woman, where they will:
  - organise and prioritise the woman's needs;
  - identify safety strategies;
  - identify the required resources (by taking into concern the existing ones in their own communities).
- To conclude the exercise, participants discuss the needs and priorities with the whole group.
- The trainer summarises the results and points out the main topics to retain.
- In the end the exercise is discussed and the conclusions of the exercise and of the unit.

### Tips

- The cards could be replaced by post-its.
- This module is connected to the module “Role of Professionals” and especially to unit 3.2. If trainees have not the respective information delivered in this unit, the trainer should give it in the face-to-face session.



#### PEOPLE

Initially individual and then the whole group



#### DURATION

60 minutes



#### EQUIPMENT

PC, video projector, cards, markers



#### MATERIAL

2.6.1 Case study

## MODULE 3: THE ROLE OF PROFESSIONALS

### Introduction

Often cooperation and communication between professionals and/or different entities, involved in the support services for women, are not easy. As a result women are likely to tell their story several times in several different places, have to wait sometimes a long time for support and answers, while the risk for them and their children is likely to increase.

For years the support to victims of domestic violence was provided mostly by women organisations. Nowadays, also with the pressure of these organisations, both local and central governments have adopted laws, established policies, programmes and services where professionals are trained and tasked to provide support to the victims of domestic violence in accordance with their mandate. Multi-agency approaches were established, i.e. several organisations working in the field of domestic violence coordinate their intervention by networking and exchanging information (incl. housing, social services and education as well as specialist units, police, probation, health services, shelters, community projects, the voluntary sector etc.) With so many professionals and organisations involved in this process it is important to understand who does what and by which order of intervention. Communication is thus a key issue for an efficient intervention.

Networking and cooperation in the field of domestic violence is also highlighted in module 6, where concrete examples of multi-agency intervention projects can be found.

In this module participants reflect on the role of each one of the professionals (medical doctors and nurses, psychologists, social workers, police officers, lawyers, teachers and other experts) directly or indirectly involved in the support of women.

### Training method applied

The module is divided into six units that relate to professionals that work with victims of domestic violence: risk assessment for professionals, communication with victims, empowerment of women, recovery, coping strategies for professionals and second victimisation. The module includes e-learning parts as well as face-to-face workshops that complete each other.

### Aim

The module aims to create understanding of the work and role of professionals involved in the support chain of victims of domestic violence in order to optimise the intervention and to avoid second victimisation of the women and children by the system. Moreover, it intends to create awareness that professionals need to develop themselves strategies to avoid risks and to prevent burnout.

## MODULE 3 ROLE OF PROFESSIONALS

### Learning outcomes

On completion of this module participants will be able to

- define the factors that increase professionals' risks and describe what to do according to the risk level and whom to refer to;
- communicate in an appropriate way with the victims by using different communication styles, active listening and questioning skills and find a common language with the victims
- describe strategies of empowering women (decision making, autonomy, self-esteem) and use role models;
- define recovery of the women in the context of domestic violence;
- describe how to give one's life balance (work-life-balance) to prevent burnout;
- describe the meaning of second victimisation and identify factors leading to second victimisation;
- describe ways to avoid second victimisation;
- reflect upon personal reactions to issues rated in this module.

### Overview of learning activities for each of the units

Unit 1: Risk assessment for professionals

Unit 2: Communication

Unit 3: Empowerment of women

Unit 4: Recovery

Unit 5: Coping strategies

Unit 6: Second victimisation

## Unit 1: Risk assessment for professionals

### Rationale

There are several factors that can put professionals that work with women survivors of domestic violence at high risk. In this module, the main idea is to create awareness for risk factors that professionals need to identify in order to adapt the intervention strategy.

### Learning outcomes

- Trainees will gain awareness of the importance to assess the likelihood that the violence will be repeated and escalate for their and for the woman's sake.
- Trainees will be able to define those factors that increase their risk.

### Description of e-learning material

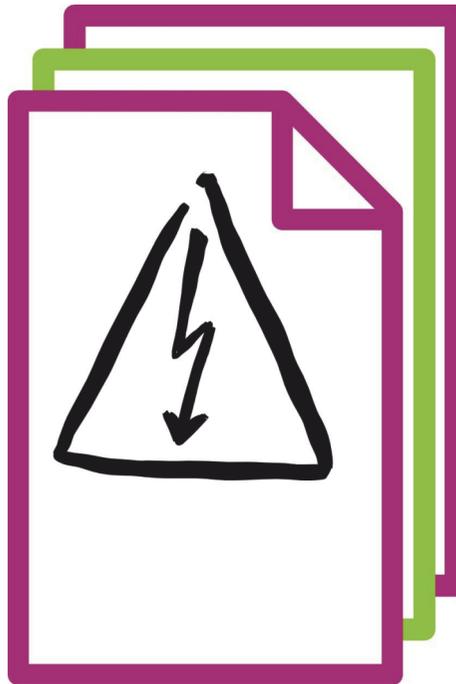
- Slides highlighting the importance of assessing the risk level with a real case example, which illustrates what might happen if the risk is not assessed.
- Examples of risk assessment questionnaires that are commonly used for assessing the risk for women (with reference to module 2 on women's needs).

### Description of face-to-face activities

- The trainer presents the four commonly used risk assessment questionnaires that are referred to in the e-learning platform and describes the necessary steps to be undertaken in the risk assessment.
- Trainees split into small groups and develop a risk assessment questionnaire suitable for assessing the risk of professionals and thus applicable in their daily practice. This shall help professionals to keep in mind the importance of being constantly aware of their potential risk.

### Tips

- The four risk assessment questionnaires that can be used as practical examples are:
  1. BIG 26 – 26 questions to assess the dangerousness of a perpetrator
  2. SARA – Spousal Assault Risk Assessment – a checklist to determine the risk for violence in the context of spousal assault
  3. CAADA – Recommended risk indicator checklist (South Wales Police)
  4. Risk assessment model for domestic violence cases developed by the Metropolitan Police, London



#### PEOPLE

Individual (online)  
Whole/small group



#### DURATION

60 minutes online  
120 minutes face-to-face



#### EQUIPMENT

PC for online part



#### MATERIAL

3.1.1 Risk assessment (RA)  
2.6.2 RA CAADA  
2.6.3 Danger Assessment  
2.6.4 RA SARA  
2.6.5 RA Big 26

## Unit 2: Communication skills

### Rationale

Communication is a key issue when referring to victims of domestic violence. Active listening and questioning skills are two of the main themes that are dealt with in this module.

The module also pays particular attention to the ways that people communicate, the difficulties that people face to truly listen to what others are saying and the importance of an adequate communication style.

### Learning outcomes

- Trainees will be able to apply active listening and questioning skills.
- Trainees will gain awareness of the importance of their own body language and the one of their interlocutor.

### Description of e-learning material

- Slides highlighting basic elements of communication such as non-verbal communication, active listening and questioning skill including some tips for professionals.

### Description of face-to-face activity

- The trainer puts two chairs - one in front of the other - in the centre of the room.
- The group of trainees sits in a circle around the two chairs and are told to listen and take notes of what they consider important.
- Based on one of the case studies, a role play is performed: the trainer performs the role of the victim.
- The empty chair is used by the trainees to perform the professional asking questions.
- The professionals should ask all the questions they consider important to evaluate the situation in order to achieve a support strategy.

Discussion based on:

- feedback from the group,
- difficulties felt,
- is the goal achieved of supporting the women based on what they really wanted?

### Tips

- The empty chair: The role of victim should always be performed by the trainer.



#### PEOPLE

Individual,  
Whole group



#### DURATION

45 minutes online  
90 minutes face-to-face



#### EQUIPMENT

PC for online part



#### MATERIAL

3.2.1 Communication  
3.2.2 Case study (face-to-face)

## Unit 3: Empowerment of women

### Rationale

The empowerment of women who were victims of domestic violence is very important as a form of achieving self confidence, increase self-esteem and preventing future ways of violence and abuse.

According to the UN definition, women's empowerment has five components:

1. Women's sense of self-worth
2. Their right to have and to determine choices
3. Their right to have access to opportunities and resources
4. Their right to have the power to control their own lives, within and outside the home
5. Their ability to influence the direction of social change to create a more just social and economic order, nationally and internationally.

This module intends to create awareness that empowering women is an important element during the support process.

### Learning outcome

- Trainees will be able to describe strategies of empowering women (decision making, autonomy, and self-esteem) and use role models to promote social rehabilitation of survivors (independence).

### Description of e-learning material

- Slides explaining the meaning of empowerment and highlighting the importance empowerment.
- Questionnaire with true and false questions dealing with empowerment and its advantages in the support process. Once an answer is ticked, trainees can submit their answer to see the correct answer with some comments.



#### PEOPLE

Individual



#### DURATION

120 minutes online



#### EQUIPMENT

PC



#### MATERIAL

3.3.1 Empowerment  
3.3.2 Quiz true or false

## Unit 4: Recovery

### Rationale

Recovery describes a deeply personal process of rediscovery of a new feeling of identity, of self-determination and of personal strengthening to live, to participate and to contribute to the community.

The goal of the recovery process is to assist a woman to reacquire her self-determination, autonomy and full participation in society.

This module intends to give professionals more tools to support women during the complete process.

### Learning outcomes

- Trainees will be able to define recovery of the women in the context of domestic violence and what recovery involves.

### Description of e-learning material

- Slides giving diverse definitions of recovery and highlighting elements and steps that can be undertaken to help women to recover from their experience of violence.



#### PEOPLE

Individual



#### DURATION

60 minutes online



#### EQUIPMENT

PC



#### MATERIAL

3.4.1 Recovery

## Unit 5: Coping strategies

### Rationale

Professionals often focus on the coping strategies for the women, but forget that they need coping strategies themselves to deal with their own difficulties.

This module intends to give professionals more information on burnout prevention strategies and adequate coping strategies.

### Learning outcomes

- Trainees will be able to identify coping strategies and their efficacy.
- Trainees will be able to describe how to prevent burnout by giving their life balance (work-life-balance).

### Description of e-learning material

- Slides introducing the concept of coping as well as some strategies that can be applied.
- Slides highlighting symptoms of burnout at different levels as well as some strategies to avoid burnout.

### Description of face-to-face activities

- The trainer summarises the content delivered in the e-learning, thus making sure that participants have the same level of understanding, and answers questions.
- Trainees identify coping strategies from a case study distributed in paper by the trainer.
- The group discusses the applied coping strategies in the case study and add strategies that they have experience with or heard about to avoid burnout.
- After the discussion trainees are invited to complete the burnout self-test and discuss the results with the group.



#### PEOPLE

Individual (online)  
Whole group (face-to-face)



#### DURATION

60 minutes online  
120 minutes face-to-face



#### EQUIPMENT

PC



#### MATERIAL

3.5.1 Coping strategies  
3.5.2 Burnout  
3.5.3 Case study  
3.5.4 Burnout self-test

## Unit 6: Second victimisation

### Rationale

The women who look for support are often in a fragile position, thus it becomes easy to be a victim again.

Second victimisation refers to behaviours and attitudes of professionals that are "victim-blaming" and insensitive, and which traumatise victims of violence who are being served by these agencies.

Often the own system is the second perpetrator; for instance by making victims tell their story again and again.

This module intends to make professionals aware of this fact in order to avoid this situation.

### Learning outcomes

- Trainees will be able to describe the meaning of second victimisation and identify factors leading to second victimisation.
- Trainees will be able to identify ways to avoid second victimisation.

### Description of e-learning material

- Slides introducing the meaning of and the factors leading to second victimisation and ways to avoid it.

### Description of face-to-face activities

- Trainer summarises the content delivered in the e-learning, thus making sure that participants have the same level of understanding, and answers questions.
- Trainees identify signs of second victimisation and its impact on the victim from a case study distributed in paper by the trainer.
- The group discusses the results and collect the ideas on how to avoid second victimisation.



#### PEOPLE

Individual  
Whole Group



#### DURATION

60 minutes online  
90 minutes face-to-face



#### EQUIPMENT

PC



#### MATERIAL

3.6.1 Second  
victimisation (online)  
3.6.2 Case study

## **MODULE 4: APPROACHES TOWARDS CHANGING THE BEHAVIOUR OF PERPETRATORS**

### **Introduction**

Dealing with the topic of DV sooner or later leads to the question of how to deal with men's violence and how to intervene and improve the situation. Nowadays there is a high level of awareness of how much harm is caused by domestic violence and of how deep the negative impact is on the involved partners and children. This means that DV is not a private case but concerns the whole society. Examples are available which underline the public interest in the matter. In the Netherlands for example it is the mayor who is responsible for putting a restraining order, i.e. it is him/her who is to be called day and night in cases of domestic violence. Thus domestic violence has arrived on a political level and is no longer considered of being a topic which concerns only specific professional groups. (Detailed information: see module 'Legal Regulation').

The knowledge of the impact of gender roles, different expectations and norms for women and men include how differently they deal with social pressure. Here the aspect is highlighted that some social norms also legitimise male use of power including violence. This casts a critical light on the traditional gender roles, which also differ in national and cultural contexts.

Delivering a training course with the aim of changing the behaviour of perpetrators is an intervention in the concrete case and also a logical consequence. It also responds to the need for prevention actions in society. If the results of such an intervention are positive, the circle of violence is interrupted and there is a chance for a change from violent to non-violent behaviour.

First programmes started in the USA (e.g. DULUTH-Model) and Canada, while European countries started later to look for own solutions taking into consideration the American experiences in the field. The PACT-partnership wants to give an impression of the different solutions by delivering examples from Lithuania, Malta and Germany, which, due to different cultural and theoretical backgrounds show similarities and also differences: There are approaches (e.g. Lithuania) which aim to work with perpetrators who enrol voluntarily in a course, whereas in other contexts (e.g. Germany) training is provided to participants who are mandated by court or public attorney's office to avoid further punishment.

Approaches differ in terms of theoretical paradigm, their basic lines, their explanations of functions of violence, their attitude towards gender aspects and also their training courses. Type and concept of the training courses have very strong ties to cultural processes and opinion making in societies.

But all have one in common: violence is not tolerated as social form of behaviour in any kind of relationship any more.

This module provides three examples of programmes aiming at changing perpetrators' behaviour that are based on the respective cultural backgrounds. This illustrates that every country looks for its own way to deal with the problem.

The module intends to raise interest for the topic and to encourage professionals to explore the approaches of changing perpetrators' behaviour applied in their own and in other countries. It shall raise awareness for the need of doing this work and for the requirements to do this kind of work successfully (e.g. sound basis of vocational training, networking in the local support chain).

### **Aims**

This module seeks to raise awareness for the topic itself and the fact that changes are possible. It shall stimulate participants to look for initiatives at local/regional level.

### **Learning outcomes**

On completion of this module participants will

- know about different practical examples of working with perpetrators;
- understand that differences in the approaches are due to different cultural and legal backgrounds;
- reflect upon personal reactions to issues raised in this module.

### **Training methods**

This module consists exclusively of e-learning units which contain presentations, files with spoken text, matching games and video clips with subtitles. Learners should start with unit 1 – after that they can go through the material as they wish. It is advisable to collect and write down arising questions and look for answers when working on the other activities.

We would like to emphasise the need and must for networking, which is further described in module networking.

### **Overview of e-learning units**

Unit 1: Introduction

Unit 2: Preconditions for the practical work with perpetrators

Unit 3: Training: developing social and civic competences

Unit 4: Requirements for professionals

Unit 5: Different approaches

Unit 6: Voices from the professionals

Unit 7: Conclusions & recommendations from Germany

## MODULE 4 PERPETRATOR'S BEHAVIOUR

### Further reading

- Work with Perpetrators of Domestic Violence in Europe: [www.work-with-perpetrators.eu](http://www.work-with-perpetrators.eu) (all EU languages)
- UK membership association for domestic violence perpetrator programmes: [www.respect.uk.net](http://www.respect.uk.net) (English)
- The US-Duluth model: [www.theduluthmodel.org](http://www.theduluthmodel.org) (English)
- Standards and recommendations for work with male perpetrators provided by Bundesarbeitsgemeinschaft Täterarbeit, German umbrella organisation: <http://bag-taeterarbeit.de/about-2> (English and German)
- WHO study on intervening with perpetrators of intimate partner violence: [www.who.int/violence\\_injury\\_prevention/publications/violence/intervening/en/index.html](http://www.who.int/violence_injury_prevention/publications/violence/intervening/en/index.html) (English)
- University of Osnabrück, Germany: Findings of the evaluation research assessing intervention projects against domestic violence: [www.wibig.uni-osnabrueck.de](http://www.wibig.uni-osnabrueck.de) (English and German)

More links for this module are available on our e-learning platform in the respective module.

## Unit 1: Introduction

### Rationale

This module of our training manual is a special one: here the topic of domestic violence is tackled from another perspective – the perspective of professionals working with perpetrators. The area of operation is – in comparison to help services for women in Europe – a relatively young one. The United States have a much longer tradition in working with perpetrators: The very famous feminist and well experienced approach is the DULUTH-Model (see further reading).

Malta facilitated the first training course in 1999 and Lithuania founded its first Men Crisis Centre in Kaunas in 2007. All countries created own ways due to national needs.

In Germany, in different parts of the country approaches to work with perpetrators started on a regional and local level with different kind of offers. One can say that the legal regulation and action plans have brought forward this issue (see also module “legal regulation”). Very engaged people who wanted to improve the situation, because they were confronted with needs in their daily work – like state attorneys who identified a lack of intervention – often were the initiators or creative directors of local networks and collaboration units. Engaged partners in this issue in Germany are organisations founded during the period of men’s movement: a development in the western countries during the start of the new women’s movement 40 years ago.

### Learning outcomes

- Trainees will familiarise with the topics of this module.

### Description of e-learning material

- Slides with spoken text introducing the topic. The spoken text summarises the content; keywords can be identified on the slides.



**PEOPLE**

Individual



**DURATION**

15 minutes



**EQUIPMENT**

PC



**MATERIAL**

4.1.1 Introduction

## Unit 2: Preconditions for the practical work with perpetrators

### Rationale

It seems evident that the institutions facilitating training courses for perpetrators need both special equipment and support. The work is challenging. Working with perpetrators of domestic violence should not be done in isolation. It should take place in the wider system of intervention structures against domestic violence. The highest efficiency is achieved when perpetrators programmes are integrated in the whole intervention system.

It is very important that institutions implementing perpetrators programmes cooperate with all other organisations, services and professionals working in the field of domestic violence (e.g. police, courts, social support offices, women crisis centres, health institutions, children's rights protection institutions and any other municipal/regional institutions working in the field). This aspect underlines the need for a sound basis for the operators.

The unit gives an overview of some key requirements, necessary institutional framework and support when implementing perpetrators programmes. It also mentions some administrative issues specifically linked to the German experience.

Further information on legal preconditions is provided in module 5, and more information on networking is given in module 6.

### Learning outcomes

- Trainees will become aware of the fact that this work has to be done in a way to assure a kind of structural quality of the process.
- Trainees will be able to describe the framework in which the work with perpetrators has to take place.

### Description of elearning material

- Slides highlighting the special preconditions for working with perpetrators.



#### PEOPLE

Individual



#### DURATION

15 minutes



#### EQUIPMENT

PC



#### MATERIAL

4.2.1 Preconditions

## Unit 3: Training for perpetrators: developing social & civic skills

### Rationale

At first glance many perpetrators behave very well and politely in society – just like real gentlemen, but turn violent in their intimate partnership. Others show violent behaviour both in society and in their relationship. They have a general lack of social and civic competences. We use the terms of social and civic competencies to stress that these competences must also be part of private, intimate relationships.

Designing and delivering perpetrator treatment programmes is a complex matter due to the different causal factors and types of offending behaviour. Therefore, manifold educational-therapeutic approaches, concepts and methods are necessary in order to achieve a change in perpetrator's way of thinking and to develop social skills, which would enable perpetrators to behave differently and to achieve sustainability non-aggressive behaviour.

### Learning outcomes

- Trainees will be able to describe the process of developing non-aggressive behaviour skills (social skills) and the core content of perpetrators' programmes.
- Trainees will be able to distinguish between myths and facts referring to perpetrators
- Trainees will gain basic knowledge about approaches explaining violent behaviour

### Description of e-learning material

- Slides providing a short description of training approaches and recommendations referring to different types of perpetrators.
- A quiz on myths and facts about perpetrators, which learners can use to check their own stereotypes.
- A matching exercise focusing on egalitarian non-violent relationships in the family.
- Additionally two documents for further reading dealing with the most common training programmes and basic understanding of violent behaviour.

### Tips

This activity is interesting to do in connection with unit 4, requirements for professionals, which describes the competencies professionals have to enhance in order to work with perpetrators.



#### PEOPLE

Individual



#### DURATION

180 minutes



#### EQUIPMENT

PC



#### MATERIAL

- 4.3.1 Training
- 4.3.2 Quiz
- 4.3.3 Matching exercise
- 4.3.4 Training programmes
- 4.3.5 Basic understanding

## Unit 4: Requirements for professionals

### Rationale

The quality of work with perpetrators is highly dependent on the qualifications and skills possessed by the trainers, social workers, psychologists and other staff members. In addition, it is not only the professional qualifications but also the set of personal skills and values that constitute the profile of successful trainers in perpetrator programmes.

This learning unit gives an overview of the main required professional qualifications and skills for those who work with domestic violence perpetrators.

### Learning outcomes

- Trainees will be able to identify the areas of competences for staff working with perpetrators.
- Trainees will gain deeper knowledge about the broad spectrum of experience and knowledge required for professionals.
- Trainees will become aware of additional requirements when delivering training for migrant men. The focus here is Germany, whose biggest migrant community is from Turkey.

### Description of e-learning material

- Slides providing information on special requirements for professionals who are interested in delivering training for perpetrators.

### Tips

- The last slides describe the content of a training course for perpetrators. The course concept is also described and embedded in unit 3 where the training of social and civic competencies is in the focus.
- This unit is directly linked with the first video provided in unit 6 of this module.
- Participants who work in the field could compare their own experiences and write down their point of view



#### PEOPLE

Individual



#### DURATION

60 minutes



#### EQUIPMENT

PC



#### MATERIAL

4.4.1 Requirements for professionals

## Unit 5: Different approaches – Lithuania, Malta, Germany

### Rationale

Different countries have different approaches to work with perpetrators. In this unit examples from three European countries are in the focus: all of them have different theoretical basis and their own history and specialities.

The Lithuanian case study is based on the Danish intervention procedure 'Dialogue against Domestic Violence' DADV; Malta refers to a Canadian approach; Germany is orientated towards a learning approach from the methodological point of view. The scientific background is built on the results of a basic study in Germany, which also evaluated intervention courses for perpetrators. The results led to standards which are part of the framework for the work with perpetrators.

### Learning outcomes

- Trainees will become aware of the variety of different approaches which are rooted in respective theoretical backgrounds delivering the backbone for this delicate work.

### Description of elearning material

- Slides describing the Lithuanian approach.
- Slides describing the Maltese approach.
- Slides describing the German approach.

### Tips

- The Danish roots for the Lithuanian approach can be found in the web under the following link: [http://www.askovgaarden.dk/?p=sites/system\\_navi&edit=&sub=42&m=yes](http://www.askovgaarden.dk/?p=sites/system_navi&edit=&sub=42&m=yes). In Denmark there is a high rate of self-referred participants, i.e. they attend voluntarily.
- The Maltese approach is based on the Canadian procedure, which can be checked at: [http://www.csc-scc.gc.ca/text/rsrch/compendium/2000/chap\\_13-eng.shtml](http://www.csc-scc.gc.ca/text/rsrch/compendium/2000/chap_13-eng.shtml)
- The Maltese work itself can be found here: [http://www.appogg.gov.mt/adultandfamily\\_domesticviolenceservices\\_perpetratorsprogramme.asp](http://www.appogg.gov.mt/adultandfamily_domesticviolenceservices_perpetratorsprogramme.asp)



#### PEOPLE

Individual



#### DURATION

120 minutes



#### EQUIPMENT

PC



#### MATERIAL

4.5.1 Approach Lithuania  
4.5.2 Approach Malta  
4.5.3 Approach Germany

## Unit 6: Voices from the professionals offering training for perpetrators

### Rationale

Professionals offering training courses aiming at developing social skills of perpetrators are experts in the field. They work under special local, regional and national conditions.

This unit illustrates the broad spectrum of experiences that professionals working in the field have. The PACT-team conducted interviews with two professionals in Germany and asked them for their opinions on what is needed when offering training for perpetrators. The interviews were filmed and can give useful hints for further developing in specific curricula. Moreover, open questions dealing with the improvement of working processes, the identification of special topics – like fatherhood, prevention actions, risks assessment, and also aspects of self-care, just to mention some of them – arose and were discussed. People from the “outer ranges” have here the chance to get an inner view of this group.

### Learning outcomes

- Trainees will familiarise with the perspectives of professionals working with perpetrators in Göttingen, Germany.

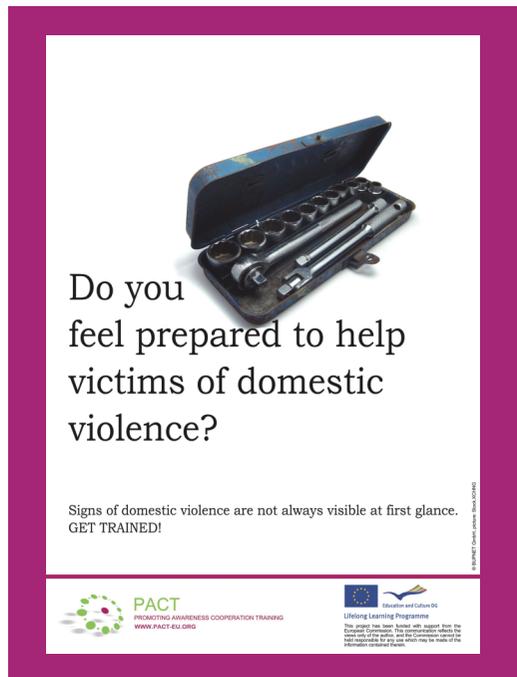
### Description of e-learning material

The unit contains six subtopics (each illustrated with a video clip):

1. Competences for professionals: The German trainer team shares their personal point of view regarding the question which competencies a professional trainer should have to deliver a quality based training course.
2. Framework for perpetrators programmes: The trainer team describes the framework of the perpetrators training based on standards from the start to the end.
3. Content: The content of the training is described in a more detailed way.
4. Behaviour and reactions of perpetrators: Information is given on how participants behave and react when they are demanded to attend such a training course. Do they change?
5. Emergency planning: The need for a sound emergency planning is highlighted. Training courses only are a first step to change habits and behaviour. The risk of other assaults has to be kept in mind and a sound emergency planning has to be done by every participant.
6. Perspectives: In the last clip the interviewees were asked to share their wishes and future perspectives with the PACT-community.

## Tips

Before watching the video, trainees write down what they expect the professionals to say in order to compare their expectations



**PEOPLE**

Individual



**DURATION**

30 minutes



**EQUIPMENT**

PC



**MATERIAL**

4.6.1 Video clips WOGÉ

## Unit 7: Conclusions & perspectives

### Rationale

The different activities in the field of work with perpetrators show certain tendencies and results until now. Institutions which provide training and counselling are a source of information and inspiration for further developments.

This unit summarises the content of the previous activities. It seeks to open up the discussion and deliver a vivid picture of interventions. We also hope to share the variety of possibilities and to encourage people to open up for the need of intervention.

### Learning outcomes

- Trainees will know about current best practise in the field;
- Trainees will be aware of the fact that the work with perpetrators is not a static one – it is still developing process.
- Trainees will be able to identify chances and challenges of training offers for perpetrators;
- Trainees will be encouraged to discuss the issue and to open up for the need of intervention.

### Description of e-learning material

- Slides summarising the work with perpetrators and its specific requirements in terms of standards, security, networking, tasks of justice etc. by giving an example of Germany.

### Tips

This activity is placed at the end but is also a good start for this module. We emphasise the need and must for networking – further information on networking is available in the respective module on networking.



#### PEOPLE

Individual



#### DURATION

60 minutes



#### EQUIPMENT

PC



#### MATERIAL

4.7.1 Conclusions Germany

## MODULE 5: LEGAL REGULATION

### Introduction

“Across the world - in rich and poor countries alike - women are being beaten, trafficked, raped and killed. These human rights abuses not only inflict great harm and suffering on individuals - they tear at the fabric of entire societies.” (UN Handbook for Legislation on Violence against Women, Department of Economic and Social Affairs Division for the Advancement of Women, 2010). The world should respond. There is a growing global momentum to stop violence against women. This course is also a response to stop violence.

This module is designed for professionals who wish to learn or refresh their knowledge about legal regulations in the field of domestic violence. This knowledge is absolutely necessary for giving “appropriate” and possibly the most effective support to victims of domestic violence.

This module is designed particularly for social workers, NGOs and medical staff; however police officers and lawyers, who should know the regulations in their countries, will have the chance to learn about the wider context of this issue in this part of the training. Also teachers, educators and others are very much welcomed to participate. Professionals working in the field must possess the skills, capacity and sensitivity to apply the spirit and letter of the law. Laws must contribute to tackling discriminatory stereotypes and attitudes, and must mandate the research and knowledge-building that are necessary to support policy development and final beneficiaries – the victims.

### Aim

This module aims to develop knowledge and understanding of the importance of a legal framework in order to support the victims of domestic violence in a most effective way all by respecting victims’ attitudes and decisions. It provides learners with information on different legal regimes in different European countries and on good practice in legal procedures.

### Learning outcomes

On completion of this module learners will be able to

- describe the importance of a comprehensive legal framework which provides the foundation for a holistic and effective response in helping women suffering violence;
- describe the importance of adopting a comprehensive legislative approach and of being familiar with the context of each case (case management);
- understand that victims have different attitudes and motivation for their decisions in legal procedures;
- promote an exchange of experience in the field;
- reflect upon personal reactions to issues raised in this module.

## MODULE 5 LEGAL REGULATION

### Training method applied

The module is exclusively available on our virtual learning platform; however, it can be done also as face-to-face session if preferred for some reasons. In this case trainers should all the same check the activities and exercises on the e-learning platform. Many materials are provided on the attached CD, but for technical reasons some materials cannot be provided or do not offer the same degree of interactivity than they do in the virtual learning environment.

The module consists of three e-learning units with a number of activities. Learners can access the virtual learning platform from the PACT-website: [www.pact-eu.org](http://www.pact-eu.org).

### Overview of e-learning units

#### Unit 1 – National and international legal framework

Activity 1: Understanding of legal aspects at global level

Activity 2: Understanding of national legal acts on domestic violence

Activity 3: Understanding the challenges to implement legal acts in national law

#### Unit 2 – Legal proceedings

Activity 1: Pros and contras of reporting a case of DV

Activity 2: Criminal justice system and victim's expectation

Activity 3: National legal procedures

#### Unit 3 – Practising of the national law

Activity 1: Discussion forum on different aspects of DV

### Further reading

- See “Further readings” of each unit / activity

## Unit 1: National and international legal framework

### Rationale

A state which is based on the rule of law must ensure that its citizens are protected from all forms of violence, both in private and public settings. This applies to a special degree to the protection of women from all forms of violence directed against them, which may occur in the private and public sphere, e.g. domestic violence, sexual abuse, human trafficking etc. Protecting women through the law is something which all legal areas have to ensure: penal, civil and public law. The aim of these efforts is to put an end to violence directed against women and to ensure their safety. The implementation of the existing legal provisions in practice is a very important aspect of this process as legal possibilities can effectively combat the violence. National measures of combating domestic violence are based on the global recommendations made by the United Nations (UN), the European Commission (EC) or Council of Europe (CoE), to ensure that all countries in the world implement legal acts protecting and combating every form of violence.

This unit is divided in three activities going progressively from international to national level into domestic legislation. It shall provide basic understanding for legal regulations, especially in trainees' home countries and create awareness for the challenges to implement legal acts in national law.

### Learning outcomes

- Trainees will have a basic understanding for legal regulations and become familiar with recommendations at different levels.
- Trainees will know the basic legal acts in their home country.
- Trainees will be able to identify the challenges to implement legal acts in national law.

### Description of e-learning materials

**Activity 1:** Slides highlighting recommendations at global level and existing legal systems complemented by an online questionnaire and web links for further reading.

**Activity 2:** Law abstracts showing national legal acts on domestic violence of PACT partner countries as well as the legislation in the 44 member states of the Council of Europe.

Moreover participants are invited to create their own poster for a campaign to raise awareness for domestic violence. Results can be uploaded in the poster gallery of the e-learning platform.

**Activity 3:** Video clips and articles dealing with different forms of VAW such as stalking, secondary victimisation, forced marriage, honour killing and economic violence to sensitise participants for challenges to implement legal acts in national law.

### Tips

It is important to preserve the order of exercises. Trainees should start from activity one of the first unit.

### Further readings

- Council Conclusions on the eradication of violence against women (VAW) in European Union, 8 march 2010: [http://www.consilium.europa.eu/uedocs/cms\\_data/docs/press-data/en/lisa/113226.pdf](http://www.consilium.europa.eu/uedocs/cms_data/docs/press-data/en/lisa/113226.pdf)
- EU Guidelines on violence against women and girls: <http://www.consilium.europa.eu/uedocs/cmsUpload/16173cor.en08.pdf>



#### PEOPLE

Individual (or small groups in case of f2f sessions)



#### DURATION

150 minutes



#### EQUIPMENT

PC



#### MATERIAL

5.1.1 National and international framework  
A number of video clips, interactive exercises and activities are only available on our e-learning platform.

## Unit 1 - Activity 1: Understanding of legal aspects at global level

### Rationale

The recommendations – global recommendations by the United Nations (UN), by the European Commission (EC) or the Council of Europe (CoE) – illustrate the importance of the problem and are a significant step towards improving the situation of victims in the world. There are so many legal documents that one gets easily lost in the thicket of regulations. There are legally binding instruments, conventions and treaties such as the Committee on the Elimination of Discrimination against Women (CEDAW) on one side and non-legally binding instruments such as recommendations or declarations on the other side. They can be used by advocates and lobbyists. Although recommendations are without legal force, they are negotiated and voted. Even though without legal force, they do have a political weight, and countries of the world implement legal acts protecting and combating every form of violence.

### Learning outcomes

- Trainees will know recommendations at global and European levels.
- Trainees will be able to describe the necessity to implement global recommendations at national levels.

### Description of e-learning materials

- Slides “National and international legal framework” aiming at creating understanding of legal systems and recommendations at different levels.
- A short questionnaire with “true or false” answers to check trainees’ understanding.
- Links for further reading are available in the presentation.

### Tips

- For understanding the recommendations at global level and legal systems on DV, it is essential to study the “National and international legal framework”. Afterwards trainees will have the chance to complete a “true or false” questionnaire, which is important for self-control of trainees’ understanding. If they make mistakes, they should go through the slides again and fill the questionnaire once again.
- Trainees should start the module from this activity as it is the base for understanding how national law is embedded in the global context and for the further understanding of national laws covering DV.
- Links to further readings are not “obligatory” but may be useful and interesting for trainees interested in further exploring the topic.

## MODULE 5 UNIT 1

### ACTIVITY 1

#### LEGAL REGULATION

#### Further readings

- United Nations Entity for Gender Equality and the Empowerment of Women (created in July 2010): <http://www.unwomen.org/about-us/about-un-women/>
- UN Handbook and Supplement for legislation on violence against women, background, videos, presentation and more:  
<http://www.un.org/womenwatch/daw/vaw/v-handbook.htm#back>
- Council of Europe: <http://www.coe.int/DefaultEN.asp>
- European Commission – Justice: [http://ec.europa.eu/justice/index\\_en.htm](http://ec.europa.eu/justice/index_en.htm)
- European Commission - Directorate-General for Justice at glance:  
[http://ec.europa.eu/dgs/justice/index\\_en.htm](http://ec.europa.eu/dgs/justice/index_en.htm)
- European Union law:  
<http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=CELEX:32001F0220:EN:NOT>
- The International Criminal Court: <http://www.icc-cpi.int/Menus/ICC/About+the+Court/>
- The International Court of Justice:  
<http://www.icj-cij.org/homepage/index.php?p1=0&lang=en>



#### PEOPLE

Individual (on-line) or small groups (in case of f2f session)



#### DURATION

30 minutes



#### EQUIPMENT

PC



#### MATERIAL

5.1.1 National and international framework

## Unit 1- Activity 2: Understanding of national legal acts on domestic violence

### Rationale

Legislation is the legal framework in which violence against women is situated in terms of a basis for reparation from the State. It is an indicator of the state's level of responsibility and willingness to act by proposing legal mechanisms for prevention, protection and defence.

Against the legal background in their home country trainees are invited to design a poster as part of a public campaign against violence against women.

### Learning outcomes

- Trainees will have deeper understanding of legislation.

### Description of e-learning materials

- List with topics to be chosen for designing a poster as part of a public campaign.
- Description of the exercise with introduction, defined tasks and tips as well as a poster template.
- Abstracts and summary table with an overview of DV legislation for the following countries: Austria, Germany, Lithuania, Italy, Poland and Portugal (PACT project partners).
- Overview elaborated by the Council of Europe on the legislation of 44 member states.

### Tips

Trainees are invited to participate in an exercise – designing a poster for an awareness campaign. Indications on the type of information that shall be integrated in the poster are clearly given. To help trainees to organise their work, they are provided with a template where they can insert basic information. Trainees should consider the legal background in their country and are provided with abstracts on the legal situation in the PACT partner countries. Trainees from other countries are recommended to study their own national acts mentioned in the available overview elaborated by the Council of Europe.

Results (posters) can be published in PACT “virtual gallery – your ideas”.



#### PEOPLE

Individual (online)



#### DURATION

60 minutes



#### EQUIPMENT

PC



#### MATERIAL

5.1.2 Abstracts  
5.1.3 a-g Legislation AT,  
DE, IT, LT, MT, PL, PT  
5.1.4 a-c Volume 1-3 COE  
5.1.5 Design Poster

## **Unit 1 - Activity 3: Understanding the challenges to implement legal acts in national law**

### **Rationale**

The UN Conference in Vienna (1992) was the breakthrough when violence against women (VAW) was firstly considered a human rights issue and became a public policy issue. Subsequently there were Recommendation no 19 of CEDAW (1992) and UN Declaration on VAW (1993) elaborated and 4th World Conference on Women in Beijing organised (1995). All these efforts are the result of the determination of the participating governments to ensure equality, development and peace for all women everywhere in the interest of all humanity. Although the European legal systems have been improved in the last 20 years thanks to all these efforts, the gap still exists between legislation on the one hand and actual implementation on the other hand. Legislation does provide a reference as to the forms of violence that are recognised and definition of these, the acts that constitute violence and measures of protection, in both civil and criminal law.

Living in Europe still does not mean that there are the same laws protecting citizen against violence and harm in all European countries. Although work is going on and big steps have already been done, it depends on the national law how a case of DV is tackled.

Legislation evolves over time and takes into consideration emerging and newly recognised forms of acts of domestic violence. For example not all European countries have established a national Action Plan to combat DV, and also some facts are not covered by the law, e.g. honour killing as a gender specific form of DV. (Please note: the information contained in this module is based on the situation in March 2011.)

### **Learning outcomes**

- Trainees will be aware of the necessity to implement legal acts on parts which are still not covered by national laws.
- Trainees will understand the necessity of overcoming the challenges when it comes to implementing legal acts.

**Description of e-learning materials**

- Definitions about different forms of abuse (stalking, secondary victimisation, forced marriage, honour killing, economic violence) with the information about the scale of the problem.
- Newspaper articles, copies from blogs (quotations), video clips etc. as openers to get a deeper insight in the topic.
- Online tools to promote an exchange among trainees (online questionnaire, place for writing text and link to forum – unit 1, activity 3).

**Tips**

- Trainees should choose at least one of the given topics and should work through the given definitions and materials (openers in the form of movie, articles of quotations from blogs etc.).
- Trainees are invited to explain why they think particular cases should be (or not) covered by the national law and check on whether the presented cases are covered by their national law or not.
- Trainers should promote an exchange and invite trainees explicitly to share experience with other course members and to answer the question about regulation in trainees' country regarding the case available on the forum under activity 3 of unit 1.
- In case there is only one trainee who chooses a particular topic, the trainer should be ready to contribute to the discussion.
- It is useful to have also comments by policy makers and/or police officers in the forum. The trainer (or police officer or policy maker) should summarise the discussion/s with short conclusions about existing implementation gaps and reasons of these gaps with reference to the financial, cultural or/and judiciary context.



**PEOPLE**

Individual (online)



**DURATION**

60 minutes



**EQUIPMENT**

PC



**MATERIAL**

5.1.6. Forms of abuse and overview of materials

## Unit 2: Legal Proceedings

### Rationale

According to a British study, an average of seven years goes by between the first incidence of abuse and the point at which women seek outside help.

An Irish study highlights the fact that the lack of support to women, whether it is in the area of civil law and/or criminal law is a major factor which prevents women from making full use of existing remedies, with the result that the issue of male violence is not treated as it should.

Both studies underline the urgency of developing a code of practice for the police to guide them in their intervention with women victims of male violence, particularly by an intimate male partner.

### Learning outcomes

- Trainees will be able to define the pros and contras of reporting a case of domestic violence.
- Trainees will be able to describe the procedure in case a woman decides to report domestic violence or in case she refuses to do it
- Trainees will be aware of the choices of the victim: why a victim decides to report a case of DV or not or why she withdraws a complaint.
- Trainees will be able to describe how to proceed in case of domestic violence and how to communicate this to the victim and survivor.

### Description of e-learning materials

**Activity 1:** Pros and contras of reporting a case of DV: a puzzle with the pros and contras of reporting a case of DV.

**Activity 2:** Criminal justice system and victim's expectations: video as an opener about a restraining order and a matching game to understand what a survivor of domestic violence can expect from the criminal justice system.

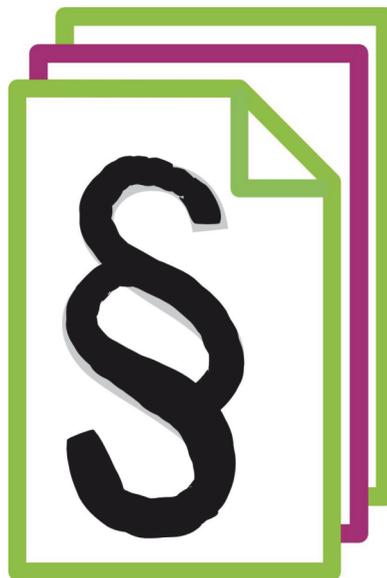
**Activity 3:** National legal procedures and legal proceedings: police, role of advocate procedure at the criminal court and at the civic court (exemplary).

### Tips

This unit shall help to understand legal proceedings in case of domestic violence. Specific national legislation is available in unit 1, activity 2 of this module.

### Further readings

- Domestic violence: How those affected can protect themselves (in German, English, Polish, Spanish, Russian, Turkish): <http://www.gewaltschutz.info>
- Domestic Violence Intervention Centre Berlin - BIG e.V. (in German, summary in English): <http://www.big-koordinierung.de/home>



**PEOPLE**

Individual



**DURATION**

150 minutes



**EQUIPMENT**

PC



**MATERIAL**

See activities 1-3

## Unit 2 - Activity 1: Pros and contras of reporting a case of DV

### Rationale

Police and law enforcement are more than all other agencies and supporters responsible to protect a woman from a violent partner and to intervene in case of DV. They are legally bound and officially obliged to do this. However, this does not happen automatically – a woman has to do a great deal by herself.

The shorter and more efficient the proceedings are, the higher the degree of confidence the victim has in the criminal justice system.

Before reporting and starting with legal proceedings there are some pros and contras to take into consideration.

### Learning outcomes

- Trainees will be aware of the importance that legal procedures can start by victim's decision to report her case of DV.
- Trainees will be aware of the importance to inform the victim about the consequences.

### Description of elearning material

- A short video of a case of DV reported to the police as an opener to highlight the different motivations if to report or not.
- A puzzle to find out the pros and contras in case of reporting a case of DV from the victim's perspective. (The table 5.2.1 provided on the CD does not reflect the high level of activity of the exercise provided on the virtual learning platform).

### Tips

This activity of pros and contras can be linked to the modules on stereotypes (module 1, unit 2) and risk assessment (module 2, unit 2).



#### PEOPLE

Individual (online)



#### DURATION

50 minutes



#### EQUIPMENT

PC



#### MATERIAL

Video "A police report"  
5.2.1 Table Pros and Cons

## Unit 2 - Activity 2: Criminal justice system and victim's expectation

### Rationale

The kind of protection a victim of domestic violence can get from a court decision depends on the respective national law, but its effectiveness essentially depends on the proofs, the victim can present to the court.

It depends on the evidence whether the case gets dismissed or the perpetrator only gets a financial punishment or a prison sentence.

One of the most useful options available to a victim of domestic violence is to get a protection or restraining order, i.e. the perpetrator bound by the order must leave the address, even if he normally lives there. The order lasts for a certain amount of days and its purpose is to protect the victims and her children at risk from violence, harassment, or intimidation. The effect is that the perpetrator must neither enter the victim's home, nor get in any way into contact with her and her children in any place.

### Learning outcomes

- Trainees will be able to describe the advantages to go to court in case of DV.
- Trainees will be able to define what a restraining or protection order is and to describe the procedure how a survivor of DV can obtain one.
- Trainees will be able to develop strategies to support a victim during the legal procedures.

### Description of e-learning material

- Video on restraining order practice.
- Definitions of and information on protection and restraining orders and related questions.
- Matching game dealing with different kind of restraining orders highlighting what a victim can expect from them.

### Tips:

This activity should be linked to the module 2, particularly unit 2 on risk assessment and safety planning



**PEOPLE**

Individual (online)



**DURATION**

50 minutes



**EQUIPMENT**

PC



**MATERIAL**

5.2.2 Victim expectations

## Unit 2 - Activity 3: National legal procedures

### Rationale

Legal basis and regulations governing police intervention in cases of violence against women vary widely from one European country to another.

In the Netherlands for example in case of domestic violence the mayor of the town gets immediately informed about a case of domestic violence and takes the responsibility for all following decisions and investigations. Usually the police (Assistant Public Prosecutor) will arrange the procedure, such as putting a restraining orders etc. but the underlying principle is that domestic violence is recognised as a public crime. The mayor (or the magistrate) also decides if and when a temporary restraining order is to be withdrawn or lifted.

Beyond all national particularities in all democratic countries there are similar strategies of legal procedures which should become familiar to all citizens.

### Learning outcomes

- Trainees will familiarise with legal procedures.
- Trainees will reflect on their own base for providing effective support to victims of violence.

### Description of elearning material

- Activity 3: Aspects of legal proceedings
  - 3a: The role of the police: matching game highlighting function and competences of the police.
  - 3b: The role of advocates: video (two versions: short one 17 min and long one 1:05 h); recommendations for court proceedings, information on safety of victims, and juridical procedure with some control questions.
  - 3c: Civil protection: matching game highlighting the various forms of protection a victim of DV can apply for, such as personal protection, custody of her children, restraining order etc.

### Tips

These activities cannot deal with the conditions pertaining in each country individually but give an overview of the common parts of the legal procedure.



#### PEOPLE

Individual



#### DURATION

50 minutes



#### EQUIPMENT

PC



#### MATERIAL

5.2.3a Role of police  
5.2.3b Criminal proceedings  
5.2.3c Civil protection  
Video "Role of Advocates"

## Unit 3: Discussion forum on aspects of DV

### Rationale

Latest research shows that forums are more and more popular among both professionals and victims. They all look for professional and peer-to-peer support.

This unit provides trainees with the opportunity to ask for support, discuss their professional practice, give advice, exchange experience and network etc.

### Learning outcomes

- Trainees will get used to forums as efficient tools to look for support in their daily work.
- Trainees will be able to discuss different cases of DV and support each other in peer-to-peer situations.
- Trainees will exchange experience and develop good practices on using legislation on DV for supporting victims

### Description of elearning material

- Interactive forum with a proposed list of topics to promote discussion on different aspects of DV among course participants.

### Tips

- This forum can also be connected to the general forum for the training (technical support, questions to organisers etc.)
- Links for official forums on legal advice in case of DV in several countries are available on the e-learning platform.



#### PEOPLE

Individual



#### DURATION

180 minutes



#### EQUIPMENT

PC



#### MATERIAL

forum  
web links

## **MODULE 6: RESOURCES, SERVICES AND COOPERATION NETWORKS**

### **Introduction**

“One central criterion which characterises a network is the nature of its relationships, which in turn depends on the resources that are exchanged as a matter of priority. Differentiation can also be made between

- Exchange network
- Support network
- Interest representation/advocacy network
- Result-oriented network
- Process-oriented networks

Networks assume different organisational forms that are functional according to their context. Different forms of networking, ranging from loose associations to club-type associations thus emerge. (...) For instance, factors like the frequency of meeting, the degree of formalisation, decision structures (joint sessions, moderation etc.), the numbers and heterogeneity of members involved, openness or exclusiveness of access, geographical range (e.g. working at communal or international level), which can be presented differently depending on the network and context all serve as elements for classification.” (The Art of Networking, p.15)

In the field of domestic violence, experiences have shown that networking among relevant institutions from the field is an appropriate way to improve the situation of women/children and to make work more efficient. Exchanging knowledge and experience, being well informed what the others are working, having direct streams to other organisations are the greatest advantages of these cooperation networks.

This module consists of both face-to-face and e-learning parts. Some of the material foreseen for the face-to-face session as trainer’s input is also available on the e-learning platform.

### **Aim**

This module aims to develop knowledge and understanding of networking and cooperation in the field of domestic violence and to raise awareness of the benefits of networks to improve the situation of victims of domestic violence.

## Learning Outcomes

On completion of this module participants will be able to

- describe a variety of resources and networks in the field of domestic violence;
- understand cooperation processes and problems of networking;
- understand the process of sharing information and the impact on the situation;
- recognise the need of cooperation in order to successfully manage a situation of domestic violence;
- reflect upon personal reactions to issues raised in this module.

## Overview of learning units

Unit 1: Brainstorming (face-to-face)

Unit 2: Theoretical overview and discussion (face-to-face)

Unit 3: Examples of good practice - Case study analysis (face-to-face)

Unit 4: Individual work and discussion (face-to-face)

Unit 5: Connecting needs with the intervention (e-learning)

Unit 6: Intervention models (e-learning)

Unit 7: Setting up a network (e-learning)

Unit 8: ICT-tools for networking (e-learning)

## Further reading

- The Art of Networking – European Networks in Education (published by die Berater, Austria, 2007, in English, German)
- Resource Pack for Networkers, die Berater, Austria, 2009, in English, German, French
- Vickery, Graham/Wunsch-Vincent, Sacha: Participative Web and User-Created Content: Web 2.0, Wikis and Social Networking. Paris: OECD, 2007.



## Unit 1: Brainstorming

### Rationale

Nowadays, networking is becoming more and more popular. In the field of domestic violence a network of relevant institutions is likely to better support the victims of violence than a single institution does.

There are many factors that can positively influence the work of a network or cooperation:

Networks are useful:

- if their actors have a common aim which can be reached better through the networking activities;
- to bundle resources;
- to exchange information and experience;
- to commonly represent the field of interest;
- to have a general concept for ensuring the effectiveness of intervention;
- to strengthen the acting persons;
- etc.

On the other hand, networks are not successful:

- if they cover a topic spectrum which is too broad;
- if they are too bureaucratic;
- if they are exploited by some at the expense of others;
- if single members are too dominant;
- if there is internal rivalry;
- if they are not open for new developments;
- if participants do not believe in the necessity of the project;
- etc.

In a first step, trainees are asked to reflect on benefits and challenges of networks and co-operation.

### Learning outcomes

- Trainees will be able to identify benefits and challenges of networks and cooperation in general and with special regard to domestic violence.

### Description of the face-to-face activities

- The trainer introduces the topic by asking trainees to collect keywords dealing with networking. Trainees put down their keywords in written on cards.
- Then the tutor together with participants cluster keywords under two major topics:
  1. benefits for the cooperation;
  2. challenges for effective networking.
- Group discussion on the result.
- Further ideas are added to the collection of ideas (benefits/challenges).
- Exchange of experience and good practice among trainees.



#### PEOPLE

Whole group



#### DURATION

30 minutes



#### EQUIPMENT

Flipcharts, pens



#### MATERIAL

none

## Unit 2: Theoretical overview and discussion

### Rationale

Following the brainstorming a theoretical overview is given by the trainer in order to underpin and complete the outcomes of the previous brainstorming.

### Learning outcomes

- Trainees will be able to describe benefits and challenges of networks.
- Trainees will be able to initiate an exchange of experience on the topic.

### Description of the face-to-face activities

- Tutor gives theoretical input on the topic with some slides and initiates a comparison of the outcomes of the brainstorming session with the theoretical approach.
- Trainees are invited to share their experiences and their knowledge and give examples from their (professional) context.

### Tips

- The activity might take longer with a vivid group that gives a lot of input.
- A ball of wool can visualise the links in a network (one person grabs the end of the thread, throws the ball of wool to another trainee calling his/her name until each person of the group is cross-linked). This could be a nice interruption to theoretical input, creating fun!



#### PEOPLE

Whole group



#### DURATION

30 minutes



#### EQUIPMENT

PC, video projector



#### MATERIAL

6.2.1 Network resources  
6.2.2 Handout

## Unit 3: Examples of good practice - Case study analysis

### Rationale

With the Austrian Federal Law on protection against violence, Austria has created the legal basis for a comprehensive set of measures for protection against domestic violence, which is regarded as a "model of best practice" throughout Europe. The framework's success is based on a combination of legal and social measures with the close cooperation of the legal and social institutions.

In Lithuania a voluntary network of different organisations, dealing with domestic violence issues in Kaunas (Lithuania) was built in the framework of the EC Daphne project "Networking against effects of domestic violence".

These two cases with a completely different approach were designed to make participants reflect on the benefits and threats of each of the networks as well as on the current situation in their countries.

### Learning outcomes

- Trainees will be able to apply the newly acquired knowledge from the previous unit in a practical exercise.
- Trainees will be able to reflect on the current situation in their home country as to existing networking and cooperation approaches in the field of DV.

### Description of the face-to-face activities

- The trainer divides the trainees into two groups.
- Each group works on a case study that describes an effectively running network on domestic violence and is invited to discuss four questions (referring to the previous session – benefits and challenges) delivered with the case study.
- After the discussion in groups, the results are presented and ideas are shared in a plenary session.



#### PEOPLE

2 groups



#### DURATION

30 minutes



#### EQUIPMENT

none



#### MATERIAL

6.3.1 Case Austria  
6.3.2 Case Kaunas

## Unit 4: Individual work and discussion

### Rationale

The access to a network dealing with the subject of DV can be of great help for the trainees, since they would have access to information and to personal support. Experience has shown that trainees can create local activities if there is no network available yet. Information from the theoretical overview gives first hints and refers also to traps during establishing a network. This unit aims to create a vision of possibilities. It opens the mind and should sensitise participants to the aspect of collaboration.

### Learning outcomes

- Trainees will be able to identify possible networks at their local level.
- Trainees will be able to identify collaborative aspects and possibilities as well as different roles and responsibilities of different actors in society, including trainee's own role.

### Description

- The participants are given 10 minutes to think about how they imagine the ideal network on domestic violence issues on the basis of the previously analysed information: benefits, challenges, good practice examples.
- Their ideas are exchanged in the plenary session and a commonly agreed framework of an ideal DV network is drawn. Tutor moderates this discussion.

### Tips

The “ideal” network might include police, health care institutions, NGOs, social service providers, municipality departments, shelter houses, etc.

In case of an international audience, trainers should promote an exchange of experience among participants on the topic, since the heterogeneity of international groups is a big richness as to different networking and cooperation approaches.



#### PEOPLE

Individual work and whole group



#### DURATION

30 minutes



#### EQUIPMENT

Sheets of paper, pens



#### MATERIAL

6.4.1 Description of various institutions

## Unit 5: Connecting needs with the intervention (e-learning)

### Rationale

Often the violence itself and the problems in which it results (homelessness, shortage of money etc.) are not the only difficulties with which the victim has to cope. Assisting such women necessitates an inter-disciplinary approach calling for cooperation with the staff of a wide variety of facilities and institutions. The efficient collaboration of all the bodies involved is essential in ensuring that the victim and her children can be given a maximum of protection and security.

This unit provides a practical example on victims' needs and intervention.

### Learning outcomes

- Trainees will be able to connect women's needs with the in-tervention.

### Description

- As a first step a good practice example is presented that illustrates the situation of a woman who suffers from domestic violence in her relationship by highlighting her needs and the institutions/services that are to be involved to meet her needs.
- In a second step learners are invited to reflect on the following questions:
  - Which kind of network would YOU personally prefer? (e.g.: with open access or more club-type associated; which function, which purpose could be in the focus; organisation form - more informal or ...)?
  - What kind of resources would you like to share with the others?
  - What would you make leave the network?
- After answering to or thinking about these aspects – participants who are not working in a network should think about the question to whom from the group they would like to establish contact and then make the first step and get into contact with that person.
- Participants who work already in a network should reflect on the question whether this network is sufficient to cope with victims' need – if this is not the case, who else should be involved?

### Tips

The good practice example is meant to raise awareness of the different needs of a victim and to make participants reflect on their networks or, if applicable, with whom to network.



**PEOPLE**

Individual



**DURATION**

120 minutes



**EQUIPMENT**

PC



**MATERIAL**

6.5.1 Intervention Model-MARIA

## Unit 6: Intervention models (e-learning)

### Rationale

Different countries act on different levels referring to the topic of DV. Models from other European countries give orientation and help to compare the current situation in the respective countries. For countries which are more or less starting dealing with the topic, intervention models can be a sort of guideline.

### Learning outcomes

- Trainees will enlarge their knowledge about successful networking with concrete examples regarding the cooperation between several institution in the support chain of domestic violence;
- Trainees will gain awareness about that the fact that the approach has to be compatible with local/regional frameworks.

### Description

- Three examples of intervention are given:
  1. Sweden – The Integrated Domestic Violence Programme in Malmö
  2. UK – Cardiff Women’s Safety Unit
  3. UK – The Harrow Sanctuary
- Learners are asked to read carefully through the three examples and to choose one.
- Learners are invited to draw a map of the cooperating partners from the chosen example and to find out the working procedures - who works with whom in which manner?
- Learners upload their results on the platform for feedback from other learners and the tutor.

### Tips

Generally, participants are very interested to learn more about other countries and to exchange knowledge and to identify similarities and differences. For this purpose participants can use the forum provided on the e-learning platform.



#### PEOPLE

Individual



#### DURATION

120 minutes



#### EQUIPMENT

PC



#### MATERIAL

6.7.1 Intervention Model SE  
6.7.2 Intervention Model UK  
Cardiff  
6.7.3 Intervention Model UK  
Harrow

## Unit 7: Setting-up a network (e-learning)

### Rationale

Several examples are available e.g. in the Internet that show effective collaboration in a multi-actor partnership, some are given here in the context of the course. Yet there are regions/countries where multi-actor partnerships and networks have not been established.

This unit provides information on how to set up a network and highlights the challenges and potential solutions.

### Learning outcomes

- Trainees will familiarise with the roles of networks.
- Trainees will be able to describe how to set up a network.
- Trainees will be able to identify challenges in building networks and potential solutions.

### Description

- Learners go through the presentation on network building.
- On the basis of the presentation and on the previous examples of intervention models, learners are invited to reflect on challenges in cooperating in a network and potential solutions.
- The reflection is supported by the activity “Why networks fail” which proposes challenges to which learners are invited to give potential solutions.

### Tips

A manual for effective multi-agency cooperation in tackling domestic violence, which offers guidelines and standards for good cooperation between state agencies and women's NGOs, was developed by the project partners in the project “Bridging Gaps – Working together for the prevention of violence against women and children”:

[www.wave-net-work.org/images/doku/homepage\\_bg\\_manual\\_fromgoodinterventionstogood-cooperation3.pdf](http://www.wave-net-work.org/images/doku/homepage_bg_manual_fromgoodinterventionstogood-cooperation3.pdf)



#### PEOPLE

Individual



#### DURATION

120 minutes



#### EQUIPMENT

PC



#### MATERIAL

6.7.1 Setting up a network  
6.7.2 Why networks fail

## Unit 8: ICT-tools for networking (e-learning)

### Rationale

Networks with multiple actors (in different regions/countries) can make use of information and communication technologies (ICT) to overcome the distances and to facilitate the continuous communication and collaboration process. A variety of tools is available to support communication and collaboration, such as forums, Skype, online conference rooms and blogs.

This unit intends to give an overview of technologies widely used in networks, and to provide the basis for a thoroughly reflected decision as to which technologies are appropriate for a specific network.

### Learning outcomes

- Trainees will be able to identify useful tools that can support networking activities.

### Description

- Learners are given an overview of selected ICT tools apt to support their cooperation and networking activities with practical examples.

### Tips

The e-learning environment is also a viable tool to support learning in a network and foster cooperation and communication, since it give also the possibility to share ideas in forums



#### PEOPLE

Individual



#### DURATION

120 minutes



#### EQUIPMENT

PC



#### MATERIAL

6.8.1 ICT tools for networks

## MODULE 7: PREVENTIVE ACTIONS

### Introduction

“Campaigning is the process of mobilising people to join together to take action to challenge the powerful to make decision to help benefit, not harm powerless” (Tearfund Youth: What is campaigning: <http://youth.tearfund.org/students/campaign/what+is+campaigning.htm>).

Good examples of global campaigns aiming at preventing and eliminating violence against women are available. Among others there has been the UNiTE campaign, which was launched in 2008 by United Nations Secretary-General Ban Ki-moon. UNiTE is a multi-year effort that calls on governments, civil society, women’s organisations, young people, the private sector, the media and the entire UN system to join forces in addressing the global pandemic of violence against women and girls. And the White Ribbon campaign, which was started in 1991 by a handful of men who decided they had a responsibility to urge men to speak out about violence against women. In over fifty-five countries, campaigns are led by both men and women, even though the focus is on educating men and boys. In some countries it is a general public education effort focused on ending violence against women.

Campaigns on Domestic Violence are never lucrative and therefore sustainability is always a fine balance. We are talking financial sustainability here. With the words “financial crisis” being in everybody’s daily vocabulary the issue of sponsorships and funding have become more of a hot issue. Another aspect of viability and sustainability is the issue of endorsement and partnership with other social partnerships before embarking on campaigns or initiatives in domestic violence.

We will ask ourselves this question: how much do social partners know about us? about what we stand for as an organisation and as individuals?

### Aim

This module aims at creating a social identity for ourselves – not to be confused with mission statement – that is visible and that conveys the right message to society and to social partners. We are being pragmatic here and therefore we are working on an introspective reflection that helps us know what we want out of a partnership and out of a campaign. It is a preliminary step before we embark on planning a campaign especially if we intend to plan and implement the campaign together with social partners to secure sustainability and viability in our project.

The activities of the module run from a preparatory steps process from introspection to an e-learning lesson on planning sustainable and viable campaigns.

## MODULE 7 PREVENTIVE ACTIONS

### Learning outcomes

On completion of this module trainees will be able to

- identify values they feel they stand for;
- work on a strategy in domestic violence that has a vision and that is based on values;
- plan a campaign in domestic violence geared as a viable social player;
- use foresight techniques by analogy to the planning of campaigns that are viable and sustainable.

### Overview of learning units

This module consists face-to-face workshops and of e-learning activities:

Unit 1 : Warming up activity (face-to-face)

Unit 2 : Introduction: what we are, what we want to achieve (face-to-face)

Unit 3 : Identifying your values (face-to-face)

Unit 4 : Defining your vision : for yourself, for your campaign (face-to-face)

Unit 5 : Future orientation with feet on the ground (face-to-face)

Unit 6 : Introduction to eLearning lesson : investing in a broad vision (face-to-face)

Unit 7 : The use of foresight techniques to plan a sustainable and viable campaign in Domestic Violence (e-learning)

### Further reading

- UNiTE campaign: <http://www.un.org/en/women/endviolence/about.shtml>
- Film on YouTube resuming the aims of UNiTE:  
<http://www.youtube.com/watch?v=Yy2Aaotq5XQ>
- White Ribbon campaign: [www.whiteribbon.ca](http://www.whiteribbon.ca)

## Unit 1: Warming up

### Rationale

Words like Mission Statement have become common vocabulary when it comes to a company or organisation is creating a corporate image...but this is image. We need to be more real than that. The activity will be a short session in role play in which participants will work in pairs. In the each pair one will be a used car salesman and the other will be a website designer. The used car salesman discusses with web designer about the project of a website for the company. The company website – would you believe it? – needs to convey the values of the seller of used cars!

This activities seeks to energise and bond the group and encourage creative thinking and thinking outside the usual box. It aims at gaining group work momentum towards the concepts in the subsequent activities.

### Learning outcomes

- Trainees will be prepared to engage in activities that include identifying values and vocabulary.

### Description

- The participants sit in pairs and they jot down notes for the website of the seller of used cars. They are requested to come up with the values the seller wants to convey through the website and how they will try to convey these values. After five minutes of discussion they need to report back to the group the main value of the used car seller, the text or slogan they will use on the website and the colour scheme they will use.

### Tips

You can give to the participants a fun input by finding some pictures of used cars not all in good shape and they are requested to pretend this is the actual stock of used cars that the seller has.

You can give the participants more fun input...with some pictures of sellers of used cars that have a funny feel to them especially from American websites.



#### PEOPLE

Participants in groups of two



#### DURATION

15 minutes



#### EQUIPMENT

Pens and paper



#### MATERIAL

none

## Unit 2: Introduction: what we are, what we want to achieve

### Rationale

In the second activity we want to make the participants to think about the values their organisations represent, as well as about the ones they are looking for in potential partners and the ways their organisations are conveying those values to the others.

It is going to be a silent game where each participant puts a label with the following information: the values they look for in their potential partner organisations.

The activity aims to bridge between the warming up activity and the rest of the session and to introduce introspection as a general working environment.

### Learning outcomes

- Trainees will be able to identify the most important values that represent their organisation.

### Description

- The participants have two minutes to think about the primary value/s that represent their own organisation and write it / them on the label.
- In the next 3 minutes they walk around the room and spot their potential partners with whom they share a joint effort in DV campaign.
- Small groups are formed.
- When the small groups are formed, they have 5 minutes to find a way how they would together define their common pool of values of their organisations.
- Each group has 1-2 minutes to convey their message to the other participants

### Tips

The approach during this session should best be a brainstorming environment i.e. speed and first value that comes to mind principle. This will help maintain momentum of the group dynamics still subsisting from the previous activity.

This activity is an opportunity to help those participants who easily fall into the shadows to come out and speak.



#### PEOPLE

Participants working individually and in groups



#### DURATION

15 minutes



#### EQUIPMENT

Pens and paper



#### MATERIAL

none

## Unit 3: Identifying your values

### Rationale

In the previous activity participants have just brainstormed about the value/s that they feel represents their organisation. This of course is based on an already obtaining situation. This session will turn the tables round by getting the participants to identify their values.

The exercise will help them identify with suggested values, then filter to choose those that they feel are more important for them until they turn them into their own mini three word statement. There you go...you have participants who identify their own code of values.

The final step will be to make participants convey their own values through their organisation and make an assessment of the proximity between their own values and the values of their organisation. The principle behind this activity is that partnerships are between organisations but they are forged between individuals.

### Learning outcomes

- Trainees will get a more realistic (over)view about themselves, their abilities and possibilities.
- Trainees will be encouraged to take responsibility for their professional lives and act in accordance with that to prepare them for a consciousness about the proximity between their own values and the values they convey through their behaviour at individual and organisation level.

### Description

- Participants sit together in the circle. They have 5 minutes to think about an accomplishment at any age that left them feeling deeply fulfilled or satisfied.
- Each one of them describes it to the group (5 minutes).
- The trainer gives them handout with a long list of values and instructs them to tick not more than 10 values they feel apply to them as core values.
- The participants then filter them to the five most core values and then to three until they have a three-word statement like this : Me – humour, intelligence and honesty.
- In the next 5 minutes each one thinks about the proximity between the three word statement and the value each one had chosen for his/her organisation in the previous exercise and tells the group about it.



#### PEOPLE

Participants working individually and in groups



#### DURATION

30 minutes



#### EQUIPMENT

Pens and paper



#### MATERIAL

7.3.1 List of values

## Unit 4: Defining your vision: for yourself, for your campaign

### Rationale

From values to vision: In this activity we get to know our campaign as an implementation or realisation of our vision. This is an important step and the participants need reminding that this session is a step by step about establishing identity for oneself and for the organisation. The iter of all this is to work on social partnerships for the purpose of viability and sustainability of campaigns in domestic violence. One must establish and show oneself sure of one's values and confident and conveying one's mission to others.

This brings us back to the beginning. The difference between a used car seller and us is that we have a set of values we believe in and our organisation has an identity based on a thought out vision not on just the attainment of short term results.

This activity shows the participants how they can choose to focus energy on their vision and that of their organisation and to make participants reflect about what they're passionate about in their work. Participants will be motivated to reach beyond their past performances to accomplish even bigger things.

### Learning outcomes

- Trainees will be able to balance between vision and realistic goals.

### Description

- The participants work in the same groups in which they bonded in Activity 2 this time to work on an important group work activity.
- The group shares their values and values of their organisations and embark on a hypothetical campaign that represents their values through its webpage.
- Each group drafts the mission of the campaign in three sentences. These three sentences are a linguistic challenge and more. The trainer suggests that the values the participants in a group share become keywords.
- Each draft text for the campaign needs to be drafted to convey why the campaign and what it will achieve.
- It can also be a challenge if the text includes who the partners in the campaign are...worded to show name of organisation and one line about it representing its values and vision.

### Tips

You can make this activity colourful with asking the groups of participants to design the page so that they can conceive pictures they would put to represent the campaign's mission.



#### PEOPLE

Participants working individually and in groups



#### DURATION

20-30 minutes



#### EQUIPMENT

Pens and paper



#### MATERIAL

none

## Unit 5: Future orientation with feet on the ground

### Rationale

Ok! till now we have the values of our organisation and our own, a vague design of a campaign with a vision that represents a collectivity of values. Now we are starting to prepare for our campaign and you know what? Our values were behind setting out to think of the campaign - but does our audience share our values?

This is a quick brain storming session. The participants will barrage the white board with words that characterise the audience - the picture might possibly not be so great!

This activity seeks to draw a concluding thought from every participant about one's own values, vision and how each one foresees to engage same into the messages he/she conveys to others in their profession/with partners in their future DV campaign.

It sets the base for the e-learning lesson on sustainable and viable DV campaigns.

### Learning outcomes

- Trainees will be able to bring the abstract thought of the previous activities to some concrete realities.

### Description

- The participants are requested to sit on their chair and imitate someone watching TV and then the TV spot of PACT appears! Reactions?
- The trainer asks critical questions as participants are invited to list words on the flip chart of white board that characterise the passive TV audience (inert, distracted, passive, etc.) does the message really go into the subconscious? does repetition help ?

### Tips

The trainer should have looked at the e-learning lesson in this module so that words from the lesson can start to be used, for example, our values are also a driver of our campaign, we take stock of the inert or lack of reaction from audiences in our medium bad scenario, etc.



#### PEOPLE

Whole group



#### DURATION

15 minutes



#### EQUIPMENT

PC, white board or flipchart



#### MATERIAL

none

## Unit 6: Introduction to e-learning lesson: investing in a broad vision

### Rationale

This is a concluding note more than anything else. The participants need to be reminded again that the activities had a logic sequence from introspective reflection to going outdoors to plan a campaign with others.

This activity aims to introduce the vocabulary of the e-learning lesson including Wild Card, Roadmap, Drivers in order to prepare the participants that the e-learning lesson needs to be taken as an audio practical guide i.e. they are to use it preferably with a practical approach...if necessary trying out a road mapping and moving along the lesson as if it were a manual of instructions.

### Learning outcomes

- Trainees will familiarise with the vocabulary of the e-learning session.

### Description

- A short concluding note telling them to take their values with them on paper and in their minds. The parting note should be: remember guys your values are what people like in you.

### Tips

At the end give out the hand out of the e-learning lesson. It is a good send off after a preparation for it.



#### PEOPLE

Participants as a class



#### DURATION

5 minutes



#### EQUIPMENT

none



#### MATERIAL

7.6.1 Foresight

## Unit 7 : The use of foresight techniques for planning of sustainable and viable campaigns in domestic violence

### Introduction

Campaigns in DV tend to have an audience that is possibly alien or inert to the issue that is the subject matter of the campaign. It is always a campaign that starts uphill in so far as attention seeking is concerned and in so far as low admission of personal concern with the issue is concerned. It is however also a subject of sympathy and therefore – cynically or not – it is apt for a strategic planning activity especially in so far as social endorsements and support is concerned.

The campaigner has a message to send out and sets out with a plan that is, more often than not, based on experience and resources.

In this module we will work with the participants on planning of more sustainable and viable campaigns in domestic violence by using the foresighting techniques. We will work on designing success by planning a road map that consists of elements that will be at play during the preparation and implementation of our campaign. We will turn the planning of our campaign into an enjoyable activity and into our very own formula that we can use over and over again. We are going to identify the elements that can bring about success or failure of your campaign – identifying the drivers, create a wild card and then put the drivers against each other and prepare insurance measures to turn the wild card into a plan.

### Learning outcomes

- Trainees will be able to identify the success factors of a campaign and create a scenario.
- Trainees will be able to describe strategy development using foresighting techniques and develop a roadmap for a campaign before setting out with a haphazard plan.

### Description of e-learning material

- An audio session with presentation of practical nature which allows the participants to pause it and do the exercise explained in the audio session. More than a lesson that goes in depth into theory of foresight it just touches upon those techniques that come to good use in the planning process of a campaign.

### Training method applied

This is an audio session that is high on practical part. It will allow participants to try out the methods explained in the audio themselves. They can always pause the audio and return to it after they have completed the exercise and check it.

### Overview of online session:

The online lesson will follow this structure that represents a logical development of the concept. This logical framework will be an excellent tool to be used for beginners in foresighting techniques.

1. Foresight is not about foreseeing the future.
2. Designing success.
3. Identifying the drivers.
4. The wild card...a dream.
5. Putting the drivers against each other.
6. Choose when to stop. It is complex but keep your life simple.
7. A wild card gone realistic...not a question of settling for second best.
8. Sit down and plan.
9. Conclusion.

### Tips

The audio lesson is a streamed PowerPoint presentation with voice that is high on graphic representation in order that learners make use of it over and over again as they try out a practical exercise in designing campaigns.



Group

#### PEOPLE



45 minutes without practice

#### DURATION



PC with internet connection

#### EQUIPMENT



7.7.1 - 7.7.9 Audio session

#### MATERIAL

# **Professionals against Domestic Violence**

## **A Training Manual**

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