

TRAINING PACKAGE on GENDER VIOLENCE for PRISON STAFF

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The Council of Europe Recommendation on European Prison Rules¹ states that prison shall be managed with an ethical context which recognises the obligation to treat all prisoners with humanity and with respect for the inherent dignity of human person. Moreover, prison staff shall operate to high professional and personal standards. To this end, prison management shall ensure that throughout their career, all staff maintain and improve their knowledge and professional capacity by attending courses of in-service training and development. The training to all staff shall include instruction on the international and regional human rights and standards. On the other hand, European Parliament resolution on the particular situation of women in prison and the impact of the imprisonment of parents on social and family life² highlights the fact that prison staff should be adequately trained and has sufficient awareness as regards equal opportunities and the specific needs and circumstances of women prisoners.

Within this context, the 'SPREAD Training package for prison staff on dealing with gender violence within the penitentiary system' aims at being a comprehensive but synthetic training material to provide prison staff with key information and specific mechanisms to deal with women inmates' survivors of gender violence (GV) as well as men inmates' perpetrators of GV.

GV is a wide-spread phenomenon throughout European prison. Women inmates' survivors of gender violence are overrepresented within the penitentiary centres. Thus, it is of vital importance that officers of women's prisons have an in-depth knowledge on gender and GV issues. It is essential that women's prison staff have knowledge of the frequency of traumatic experiences and their consequences in order to be able to comprehend the behaviour patterns and so that themselves can act in a more confident and competent manner³. On the other hand, and regarding perpetrators' inmates, it is necessary that men's prison staff do have in-depth knowledge on gender stereotypes as well as on GV prevention mechanisms.

¹ Council of Europe. Recommendation Rec (2006)2 of the Committee of Ministers to member states on the European Prison Rules: (Adopted by the Committee of Ministers on 11 January 2006 at the 952nd meeting of the Ministers' Deputies). [Available on-line: <https://wcd.coe.int/ViewDoc.jsp?id=955747>]

² European Parliament resolution of 13 March 2008 on the particular situation of women in prison and the impact of the imprisonment of parents on social and family life. [Available on-line: <http://www.europarl.europa.eu/sides/getDoc.do?pubRef=-//EP//TEXT+REPORT+A6-20080033+0+DOC+XML+V0//EN>]

³ Woman in European Prison (October, 2007). Policy Department C. Citizens' Rights and Constitutional Affairs. Directorate General Internal Policies of the Union. European Parliament.

AIM

The functioning of the penitentiary systems in EU Member States is still mainly based on a patriarchal structure and on punishing methods. From the standpoint of the SPREAD project, it is necessary to move forward towards a more constructive and reintegrating approach. To this end, the training package aims at providing sensitisation and training tools to be implemented to prison staff to increase the capacity of those working with women inmates (specially women survivors of gender violence) in their protection, and of those working with men in the prevention of violence. The objectives of the SPREAD training package are:

- To sensitise penitentiary personnel
- To raise awareness on the extended percentage of women in prison who have suffered GV
- To provide information from a gender approach in order to reinforce the gender perspective in the daily intervention
- To contribute to avoid women's second traumatisation

TARGET GROUP

The training package is addressed to the treatment team of the penitentiary centres. Prison staff who usually participates in the treatment process of women and men inmates: educators, social assistants, doctors, psychologist, tutors, etc. However, it can also be used to train all the other staff directly or indirectly involved with the inmates and who can benefit from a broader knowledge on gender and GV issues.

The training package provide s general information on different aspects regarding gender and GV. Moreover, it proposes guidelines on how to deal with GV and its consequences within the penitentiary system. The training package is thought so that it can be implemented European-widely. However, it is recommended to be adapted to each national context taking into account country legislation and national specificities.

GENERAL CONSIDERATIONS and STRUCTURE

The present Training Package aims to cover, approximately, 12 hours training. The proposal is to structure the training in 4 sessions of 3 hours length, each of which will comprise an initial theoretical explanation, followed by experiential group dynamics or activities. Ideally, the number of participants will range from 10 to 15 per group.

Upon implementing the present Training Package, it is crucial to bear in mind that features of GV survivors and/or perpetrators may also appear in female and male prison staff of both women's and men's prisons.

The trainer should be equipped with the required presentation material and motivate the participants to actively participate and contribute during the training. The trainer's primary responsibility is the provision of information as well as initiating the discussion. Not only empathetic attitude required, but a certain degree of technical competence and credibility with regard to gender issues is required to present these themes in a professional manner.

Regarding legal framework, the main international/European initiatives are provided. However, it is strongly advised to take into account main national initiatives on the subject, for further information.

For the purposes of this Training Package, 'Violence Against Women' will hereinafter be referred to as 'VAW'; 'Gender Violence', as 'GV'; 'Female Inmates' and 'Male Inmates', as 'FI' and 'MI'; and 'GV-survivors female inmates' and 'GV-perpetrators male inmates' as, 'GVSFI' and 'GVPMI', respectively.

The training package adopts the following structure:

GENERAL CONSIDERATIONS

TRAINING FOR PRISON STAFF OF WOMEN'S PRISONS

1. Legal framework and International standards
2. Gender stereotypes
3. Gender Violence and Gender Violence in prison
4. Dealing with Gender Violence positively and Communication skills and empathy

TRAINING FOR PRISON STAFF OF MEN'S PRISONS

1. Legal framework and International standards
2. Gender stereotypes
3. Gender violence and aggression
4. Self care and professionalism
5. Communication skills and empathy

Each topic corresponds to 1 or 2 sessions of 2 hours training. For each session 3-4 specific objectives are pointed out. Moreover, there is a brief theoretical introduction to the topic and 1 or 2 group dynamics to be carried out during the training sessions. There is also an Annex where there are other resources such as other group dynamics that might be useful during the implementation of the training.

In some of the cases, both, the Conceptual Framework and the Group dynamics, are the same for women's prison staff and for men's prison staff. In those cases, and in order to have a more synthetic training package, the information has not been repeated and an internal link has been introduced.

Finally, it is highly recommended to carry out dynamic and practical sessions. Thus, it is suggested to use the group dynamics while explaining the conceptual framework.

THEME 1: LEGAL FRAMEWORK on GENDER VIOLENCE

OBJECTIVES

1. To familiarise prison staff with the framework (international and European) legislation on the subject.
2. To provide information on FI's - and especially GVSFI's - legal status from a human rights and feminist perspective.
3. To raise awareness on the fact that VAW is a human rights violation.

TIME FRAME 1 training session (2 hours)

CONCEPTUAL FRAMEWORK

The main **Human Rights and Women Rights International** initiatives are:

o [The Universal Declaration of Human Rights \(UDHR\)](#)

Adopted by the United Nations General Assembly on 1948, it represents the first global expression of rights to which all human beings are entitled. It consists of 30 articles which have been elaborated in subsequent international treaties, regional human rights instruments, national constitutions and laws. Certain UDHR articles become especially relevant with regard to FI and GVSFI. They are the following:

- Article 1: Right to equality and dignity and rights for all human beings
- Article 2: Freedom from discrimination of any kind
- Article 5: Freedom from torture and cruel, inhuman or degrading treatment or punishment
- Article 7: Right to equality before the law and the protection of law without any discrimination

o [The UN Convention on the Elimination of All Forms of Discrimination Against Women \(CEDAW\)](#)

Adopted by the UN General Assembly in 1979, it is often described as an international bill of rights for women, because it defined discrimination against women and framed an action agenda to end such discrimination. The Convention came into force in 1981. And on the 29th of April, 2009, upon receipt of the accession instrument of Qatar, the number of States parties increased to 186. By accepting the Convention, States commit themselves to undertake a series of measures to end all forms of discrimination against women, understood as *"any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women, irrespective of the marital status, on a basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field"*.

o [CEDAW General Recommendation No. 19](#)

Given that GV was not specifically mentioned in CEDAW, the Committee overseeing CEDAW implementation adopted, in 1992, the General Recommendation 19, to instruct states to take all necessary and effective measures to combat all forms of GV, which *"is a form of discrimination that seriously inhibits women's ability to enjoy rights and freedoms on a basis of equality with men"*.

o [New Optional Protocol to CEDAW](#)

It was adopted by the UN General Assembly in October 1999. On the 20th of May, 2009, upon Turkmenistan's deposit of its adhesion instrument, the States signatories of this New Optional Protocol amounted to 97, still not as many as States parties to the CEDAW. Under the New Optional Protocol to CEDAW, ratifying States recognise the authority of the Committee to receive and consider complaints from individuals or groups within that State's jurisdiction claiming breach of the Convention by a party State. The Committee, bringing the Convention into line with other human rights instruments such as the Convention against Torture, can issue urgent requests for the governments to take action.

o [The UN Declaration on the Elimination of Violence against Women](#)

Adopted by the UN General Assembly In December 1993, it was the first international human rights instrument to deal exclusively with VAW. It broad the definition of violence by including both the physical and psychological harm towards women, and included acts in both private and public life. The Declaration urged states to condemn VAW and not to invoke any custom, tradition, or religious consideration to avoid their obligation toward its elimination. And although it was a policy statement without binding force, it carries significant international legitimacy as an expression of the collective body of the UN member nations. Specifically, the Declaration defined VAW as *"any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life"*.

o [Beijing Conference on Violence against Women](#)

In 1995, the Beijing Platform for Action from the Fourth World Conference on Women organised by the Commission on the Status of Women, called on governments to condemn VAW and refrain from invoking any custom, tradition or religious consideration to avoid their obligations with respect to its elimination, as set out in the Declaration on the Elimination of Violence against Women. The Assembly adopted a Political Declaration and Further Actions and Initiatives to Implement the Beijing Declaration and Platform for Action. The fifteen-year review of the Beijing Platform for Action has just taken place, precisely during the fifty-fourth session of the Commission on the Status of Women (New York 1-12 March 2010).

The main initiatives from the Council of Europe are:

o [European Social Charter](#)

It guarantees social and economic human rights. It was adopted in 1961 and revised in 1996. It includes the states' obligations to work for the eradication of VAW. The European Committee of Social Rights (ECSR) is the body responsible for monitoring compliance.

o [3rd European Ministerial Conference on Equality between Women and Men Declaration](#)

In 1993, the European Ministerial Conference on Equality between Women and Men adopted a declaration on policies for combating VAW in a democratic Europe. It stated that VAW '*constitutes an infringement of the right to her life, security, liberty and dignity and, consequently, a hindrance to the functioning of a democratic society, based on the rule of law.*' The 7th European Ministerial Conference on Equality between Women and Men, held in Azerbaijan in May, 2010, provided an opportunity to take stock of progress made by member states in this area.

o [Recommendation 1450 \(2000\) of the Parliamentary Assembly of the Council of Europe](#)

This recommendation condemned VAW as being a general violation of women's rights: the rights to life, safety, dignity and physical and psychological well-being. This Recommendation clearly stated the widespread existence of women oppression as manifested in GV, rape and sexual mutilation. It also recognized the important role played by NGOs and invited member states to fully support them in their national and international activities.

o [Recommendation \(2002\)5 of the Committee of Ministers to member States on the Protection of Women against Violence](#)

Adopted in 2002, this was the first international instrument to propose a global strategy to prevent violence and all forms of GV. The Recommendation also called on governments to inform the Council of Europe on the follow-up given at national level.

The main **European Union initiatives** are:

o All EU Member States took part in the [Beijing Conference](#) on VAW and adopted the Declaration and Platform for Action emerging from it.

o [EU Amsterdam Treaty \(1997\)](#)

Established equality between women and men as a crosscutting goal of all EU policy.

o Recent developments point to a trend towards extending the EU mandate in the field of gender equality policy

- Measures against violence and sexual harassment at the workplace are already part of the EU mandate, regulated in corresponding legal documents
- Similarly, legal regulations to combat trafficking of women already exist
- And although there is little EU law in the field of VAW, EU activities to combat it are expanding

o [Council Framework Decision on the standing of victims in criminal proceedings \(2001\)](#)

It is an important and legally binding instrument of the EU concerning women and children who suffer violence for it establishes minimal rights.

o [European Parliament Resolution on the current status of combating violence against women and any future action \(2006\)](#)

The Resolution called on the Member States to take appropriate measures to ensure better protection and support of women suffering violence and of those at risk of suffering it.

o [European Parliament Resolution on the situation of women in prison and the impact of the imprisonment of parents on social and family life \(2008\)](#)

The Resolution called on the Member States to take appropriate measure to ensure better treatment to women in prison.

o [European Parliament Resolution of 26th of November, 2009 on the elimination of violence against women](#)

Popularly known as the 'Say NO to Violence against Women' declaration. By means of it, the Parliament asked the Commission to declare, within the following 5 years, a 'European Year on Zero Tolerance of Violence against Women'. It also called on the Member States to sign the petition from the UNIFEM campaign 'Say NO to Violence against Women' and instructed its President to forward the declaration and the signatories' names to the Council, the Commission and UNIFEM.

o [Council conclusions on the Eradication of VAW in the European Union \(3000th EMPLOYMENT and SOCIAL POLICY Council meeting Brussels, 8 March 2010\)](#)

These conclusions proposed to create a European Observatory on VAW to collect and exchange reliable information and elaborate comprehensive knowledge on the subject, for, despite VAW's importance, there are still no comparable data at national and EU level. Furthermore, the conclusions urged Member states to develop strategies for combating VAW and provide women with assistance and protection, including medical, psychological and social assistance, as well as legal aid.

o [The Treaty of Lisbon](#)

The Treaty of Lisbon entered into force on the 1st of December, 2009, providing the EU with modern institutions and optimised working methods to tackle both efficiently and effectively today's challenges in today's world. The Treaty has is accompanied with a Charter of Fundamental Rights. With the entering into force of the Treaty, the Charter become legally binding, which means that the principle of 'equality between men and women' also became legally binding.

GROUP DYNAMICS on LEGAL FRAMEWORK on GENDER VIOLENCE

TITLE	Mountain climbing
OBJECTIVE (S)	To identify and recognise human/women's rights
DEVELOPMENT	Small-group work. Each group receives 30 papers with each of the 30 Human Rights. Supposedly, each group wears a backpack with all the rights when starting mountain climbing. The backpack is too heavy and, successively, the group is forced to take rights off (first 10 rights, then 10 more and finally 7 more, until they are left with the three they consider more important). Throughout, discussion about the different rights and the reason they prioritize ones over others, and progressive awareness of women suffering violence having to choose everyday which right they take off.
PRACTICALITIES	- Material: papers with the Human Rights written on - Time: 45 minutes
SOURCE	ProTrain Handbook (adapted by Sirkka Perttu, University of Helsinki) http://www.pro-train.uniosnabrueck.de/index.php/TrainingProgram/MultiProfessional?userlang=ca

THEME 2: GENDER STEREOTYPES

OBJECTIVES

To create awareness on:

- the differences between sex and gender and on the social construction of gender
- the existence of gender stereotypes and prejudices (outside and inside prison)
- the negative implications that gender stereotypes and prejudices have for FI, especially GVSFI.

TIME FRAME

1 training session (2 hours)

CONCEPTUAL FRAMEWORK

Initial concepts:

- **Patriarchal system** is the social, political and economical organisation where men are dominant over women in wealth, status and power.
- **Androcentrism**: is the practice of placing male human beings or the masculine point of view at the center of one's view of the world and its culture and history. Androcentrism takes male values or practices as the norm, and then explains female values or practices as deviations from, or unsuccessful aspirations towards, male ways of doing things

Differences between Sex and Gender:

- **Sex refers to the distinction between men and women**, that is to say, to the biological characteristics and/or differences between men and women. It does not determine behaviours, attitudes or values.
- **Gender refers instead to the distinction between masculine and feminine**. It is the 'social sex'. It designs which the society attributes to each of the sexes. Each society makes its own construction of gender and this construction is learned, internalized and reproduced throughout a process called socialisation.
- **Socialisation**: boys and girls, men and women, learn gender roles really early in their lives throughout different social institutions such as the family and the school. Socialisation is a process through which men and women interiorise, comprehend and accept the norms and the values that rule society. Gender roles are acquired during this process and they constitute a really important part of the personal identity. Boys and girls become men and women through a process that fosters those attitudes that are socially adequate for each sex and bans those other that are out of the gender norm. This sexist socialisation process that takes place within the patriarchal system discriminates and oppresses women and, at the same time, it puts limits to men.
- **Gender stereotypes⁴** are a set of qualities and specific characteristics assigned to a certain sex on the basis of preconceived ideas that attribute values and conducts to the people according to the sex to which they belong. Gender stereotypes influence both the behaviours before people who belong to a defined group and the behaviours of said people. How do they work?

When somebody behaves ...	If the person is a girl, she is...	If the person is a boy, he is...
Active	Nervous	Lively
Insistent	Stubborn	Tenacious
Sensitive	Delicate	Effeminate
Uninhibited	Naughty	Nice
Obedient	Docile	Weak
Spirited	Hysterical	Passionate
Audacious	Impulsive	Brave
Curious	Nosy	Intelligent
If s/he does not share	Egoist	Defends what is his
If s/he does not submit	Aggressive	Strong
If s/he changes her/his opinion	Changeable	Able to recognise his errors

⁴ Bergara et al, 2008

The same behaviour is valued differently on the basis of the sex of the protagonist. It is important to keep in mind that those decisions or valorisations are not individual creations, but the result of the sexist socialisation process. This process naturalise the gender stereotypes and they become invisible.

On the basis of this process, men are associated to a masculine role. Society expects from them to be strong, active, independent and brave. On the contrary, women are associated to the feminine role, with lower social prestige. It is expected from them to be sentimental, passive, dependent and fearful.

○ **In general, gender roles attribute the productive sphere of life** (head of the family, productive-industrial work, public spaces, income generation, visibility) **to men and the reproductive one** (head of the family's support, reproductive work, private space, housework, children education, elderly or disabled care, no income generation, invisibility) **to women**.

○ **The current sex-gender system establishes a hierarchy**. It structures an unequal power relation between women and men that results in an unequal distribution of knowledge, property, income, responsibilities and rights. That is to say, differences are used to legitimate inequality. **But there is no legitimate reason for the differences between women and men to imply inequality**.

○ The **penitentiary treatment** of women inmates is still **based on stereotypes** regarding women and, therefore, sexist. There exist gender stereotypes of women who have committed a crime. For instance, it is believed that they are either women who are essentially masculine, diverted from their role of 'feminine nature', or mental illness. It is also believed that they are doubly dangerous, hysterical and emotional⁵.

GROUP DYANMICS on GENDER STEREOTYPES

TITLE	Gender roles through images
OBJECTIVE (S)	To make evident the social construction of gender identities and roles
DEVELOPMENT	Participants are divided in two groups and each group is handed a series of images: on the one hand, images of women in their traditional roles (household, motherhood, caring for the elderly and/or the disabled...) next to images of men doing those same tasks; and on the other hand, images of women in their typical feminine jobs (secretary, nursery, teacher) next to images of women doing other kind of jobs which are usually relegated to men (mechanic, engineer, doctor, businessman, politician). Each group has to discuss (and agree) about the historical changes shown in the pictures, the actual consolidation of these changes, and the differences between gender roles. Afterwards, each group shares its results to the whole group to analyse them jointly. Following, starting from the contributions of the group, the trainer helps to elaborate ideas on the recognition of women's rights and on the contribution of gender role changes to the

⁵ Almeda, 2005

	social development of society and to fomenting the validity of human rights.
PRACTICALITIES	<ul style="list-style-type: none"> o Material: collection of images o Time: 45 minutes
SOURCE	ALTRA Daphne project: www.surt.org/altra

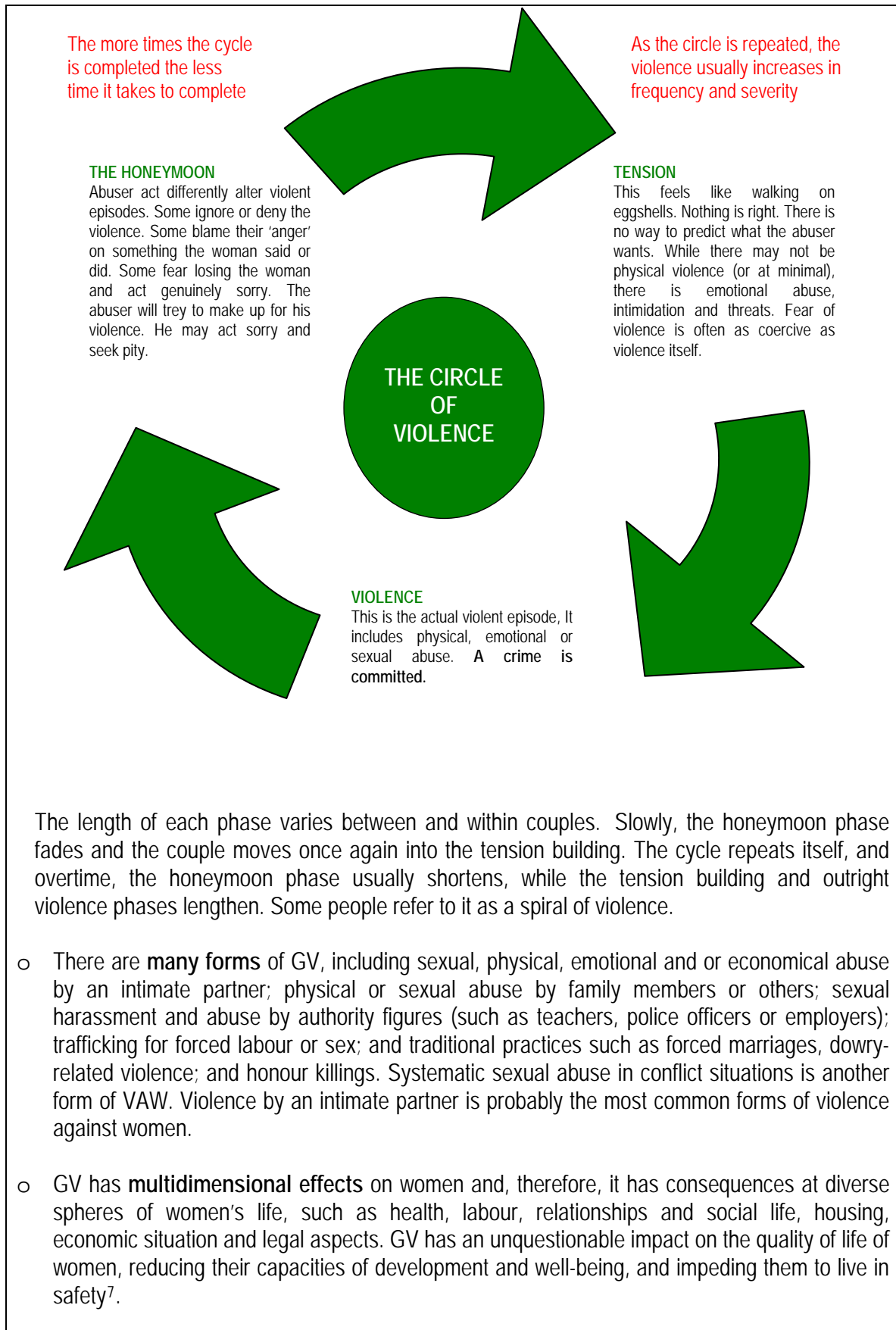
TITLE	Views and experiences with female prisoners
OBJECTIVE	To clarify own views or experiences with females prisoners
DEVELOPMENT	<p>The participants are place in line. The facilitator read out loud the following statement and the participants move ahead or backwards if they agree or disagree with them. There are no <i>right</i> or <i>wrong</i> answers or position. Participants are invited to move freely in the space. The point is to become aware of one's own attitudes that ultimately affect how they deal with female prisoners. The statements to start up the debate are:</p> <ul style="list-style-type: none"> - Working with women is more difficult that with men - Women should get the same punishment for their acts as men - Women are sent t prison for the same or similar offences as men - The criminal career of women is very different to that of men - Women are more emotional than men
PRACTICALITIES	Time: 45 minutes
SOURCE	International Study on women's imprisonment. Current situation, demand analysis and 'best practices'. University of Greifswald, Department of Criminology (2005).

THEME 3: GENDER VIOLENCE AND GENDER VIOLENCE INSIDE PRISON

OBJECTIVES	
<ol style="list-style-type: none"> 1. To raise awareness and sensitise on the extended percentage of FI who have suffered (or are still suffering) GV. 2. To clarify and widen the notion that prison staff may have about GV. 3. To give information on the causes, manifestations, types and consequence of GV. 4. To raise awareness on the importance of introducing gender perspective in prison staff interventions. 5. To provide prison staff with tools to recognise (traces of) GV. 	
TIME FRAME	2 training sessions (4 hours)

CONCETUAL FRAMEWORK

- **Gender violence (GV)** is a social phenomenon which consists of any act of violence based on gender which may result or actually results in physical, sexual or psychological harm, including threats, coercion or arbitrary deprivation of liberty, in either private or public life (Fourth World Women's Conference - Platform of Action).
- GV is a major public health problem and a violation of human rights
- GV is a consequence of the **imbalance of power existing between women and men**. GV is an expression of the situation of discrimination and subordination of women in the patriarchal social organisation.
- GV can be explained as a consequence of the interrelation of social, economic, cultural, political and personal factors.
- **Circle of violence⁶** is an adequate and convenient model to explain how gender violence works. Following that model, the violent attitudes and acts do not appear from nothing, but there are gradual processes. GV is chronic phenomenon, it lasts for long periods of time, and at the same time it increases its frequency and degree of intensity. The model has 3 main phases: accumulation of tension, outbreak of violence/aggression and emotional manipulation.



- In Europe, women only constitute an average of 4.5% to 5% of total prison population. However, they experience specific problems and structural disadvantages. One of these specificities is the **overrepresentation** of GV survivors among women inmates.
- Several studies⁸ confirm that there is a relationship between social exclusion, GV and the commission of a crime. The relationship is not a lineal one, but these three issues do interrelate and generate specific outcomes. The effects of having suffered GV may lead to social exclusion and an increase of social vulnerability that might conduct to the commission of a crime.
- Moreover, experiences of violence do not only affect potential delinquent behaviour, but they also affect how to deal with other people. It is of vital importance to have an in-depth knowledge of the frequency of traumatic experiences and their consequences in order to be able to understand the behaviour pattern of women survivors and so that themselves can act in a more confident and competent manner.

GROUP DYNAMICS on GENDER VIOLENCE AND GENDER VIOLENCE IN PRISON

TITLE	Hurt or Abuse?
OBJECTIVE(S)	To become familiar with the differences between hurt and abuse
DEVELOPMENT	<p>Stick the flipchart paper on the wall. Hand out the cards to the participants. Ask who has the cards that fit in the missing places and ask them to read them. If it is the appropriate card, stick it into the empty space. Proceed until you finish.</p> <p>Resources:</p> <ul style="list-style-type: none"> ○ Hurt: <ul style="list-style-type: none"> - It is occasional and rare - It happens between two people with the amount of power - Violent behaviour that occurs at a time - Either partner may commit it - It can be discussed and after the discussion the partner who committed it changes his or her behaviour - With the time it stagnates or decreases: both partners pay attention to each other - The partner who committed it takes responsibility for his or her behaviour and take the other's feelings into account - It is triggered by individual psychological vulnerability - It often occurs due to a reaction to outside influences - What happens can be forgiven, cancelled or made good - The victim's feelings are hurt, anger and disappointment - The solution lies within the relationship ○ Abuse: <ul style="list-style-type: none"> - It is a systematic and intentional process - It happens in a situation of power imbalance



	<ul style="list-style-type: none"> - Several violent acts happen in combination - Only one partner commits it against the other - It cannot be discussed or no change takes place after the discussion - It get worse with time: it becomes more intensive or more damaging - The perpetrator does not take responsibility for his or her behaviour but blames the victim. - It is a socially rooted phenomenon: it happens with the support of some power-based system - What happens cannot be forgiven, cancelled or made good -The victim's feelings are: helplessness, defencelessness, fearfulness and fearing for one's life - It can only be solved with outside help or intervention
PRACTICALITIES	<ul style="list-style-type: none"> o Time: 30 minutes o Material: Flipchart paper with a previous prepared table on it that has 2 columns and 13 rows. The columns has the heading 'Hurt' and 'Abuse'. There is missing cell in every row, only the other one is filled in. The content of the missing cells is written on cards. Blue tac.
SOURCE	ALTRA Daphne project: www.surt.org/altra

TITLE	The story of the prince
OBJECTIVE(S)	To get to know warning signs of violence
DEVELOPMENT	<p>Choose the actors among the participants: prince, narrator and a woman. Give the 2 copies to the narrator and the prince and ask them to read it slowly to the rest of the participants (as a role play).</p> <p>After reading the story, the facilitator asks the actors how they feel, what it was like to read out the story, which were they feeling. Next, the facilitator asks the group members what they think about the story. Was there a point where they would have broken up the relationship?</p>
PRACTICALITIES	<ul style="list-style-type: none"> o Time: 30 minutes o Material: 2 copies of the story of the prince (available in the ALTRA manual)
SOURCE	ALTRA Daphne project: www.surt.org/altra

TITLE	True or false?
OBJECTIVE(S)	Identify GV stereotypes
DEVELOPMENT	<p>Participants are provided with some statements regarding GV causes. All the statements are false (although generally assumed as true). But participants are not provided with this information. They have to identify whether they are true or false. Examples of possible false statements are the following ones:</p> <ol style="list-style-type: none"> 1. GV affects only a small number of people 2. Battering is just a momentary loss of temper 3. GV does not produce serious injuries

	<p>4. Leaving an abusive relationship is easy</p> <p>5. Only poor and minority groups are victims of GV</p> <p>6. Women are just as violent as men</p>
SOURCE	SPREAD

TITLE	Why do women stay in abusive relationships?
OBJECTIVE(S)	Understand GV mechanisms and build empathy towards GVSFI: understanding the complexity of leaving an abusive relationship
DEVELOPMENT	An abusive work place description is provided to the participants. Half of the participants are given green sheets to come up with arguments for giving notice. The other half are provided with red sheets to come up with arguments for not giving notice. The participants discuss the arguments with their neighbours. Afterwards, both types of arguments are listed on the flipchart (in green and red ink), so that, in the end, everyone sees there are as many reasons to stay as to quit the job. Trainer summarises results and shows the ambivalent situation of women thinking about separation.
PRACTICALITIES	<ul style="list-style-type: none"> o Material: green sheets and red sheets, green and red pens, flipchart o Time: 45 minutes
SOURCE	PROTRAIN Daphne project: http://www.pro-train.uni-osnabrueck.de/index.php/TrainingProgram/MultiProfessional?userlang=ca

THEME 4: DEALING POSITIVELY WITH GENDER VIOLENCE AND COMMUNICATION SKILLS AND EMPATHY

OBJECTIVES	
<ol style="list-style-type: none"> 1. To raise awareness on the vulnerability of FI, and especially GVSFI 2. To provide prison staff with specific mechanisms and tools on how to deal with GV constructively, avoiding 2nd traumatisation and fostering recovery and reintegration of FI 3. To raise awareness on the importance of empathy and communication skills when dealing with FI, and especially GVSFI 	
TIME FRAME	2 training sessions (4 hours)

CONCEPTUAL FRAMEWORK

- A gender specific perspective when dealing with women inmates survivors of GV might ease the relationship between the woman and the prison staff and improve the understanding of their specific behaviour patterns and reactions. The more knowledge staff has, the easier it is for them to estimate the needs of women.
- Women survivors of GV are a vulnerable group of female prisoners. Among them there is a high prevalence of traumatic experiences, while positive supporting factors are limited. A number of psychological problems are brought into prison. Most of those psychological problems are most probably the result of traumatic experience in the history of the female inmate.
- Even if the causes of many problems can be found outside the institution, the prison conditions can exacerbate or relieve the existing problems. Moreover, rejection and subjugation by prison staff can also lead to an increase of depression
- The minimum amount of intervention already has a lot of potential. Thus, it is recommendable to listen carefully women's needs.
- Prison staff should take special care in the use of non verbal language which implies appearance, facial expression, gesticulations, posture, proximity, the tone of voice, silence and inflexions with which the prison staff talks to female inmate, as it may help confidence and reliability
- It is essential to give constant support and convey security, to reinforce their merits replacing victimisation with survival value in hostile situations, to encourage the potentialities that have been blocked while being trapped in the place of a victim, to make their needs and wishes be worthy and their human rights be known.
- Prison staff should be careful no to fall into secondary /victimisation traumatisation:
 - **Primary traumatisation:** direct exposure to, or witnessing of, extreme events and one is overwhelmed by the trauma.
 - **Primary victimisation** is the consequence of having suffered an trauma. The person will probably assume her/his role as a victim as her/his human rights have been damaged and s/he may have some psychological effects (trauma) such as defencelessness, sadness, fears or anger.
 - **Secondary victimization** is produced by inadequate and unfair treatment. It is related to the response of any agency which works with victims which makes this person relive her role as a victim. Secondary victimisation refers to the revictimisation of a person who has experienced a traumatic incident as a victim. It is due to the failure of professionals to treat the victim with respect and dignity, disbelief of the person's account, unsympathetic treatment, blaming the victim and lack of (or insufficient) support services to assist the victim at interpersonal, institutional and broad social level. A second victimization is produced by inadequate and unfair treatment. For instance, with a lack of

understanding and support, with a careless or aggressive way of asking questions, an accusation of responsibility for an offence, the stigmatization or the 'less eligibility' (principle in our society which express that certain social groups deserve less attention because they did something to deserve, in part, their situation of disadvantage or criminal record). In these cases, the victim may feel attacked by the agencies she trusted to be respectful, causing more defencelessness and increasing psychological consequences.

- Attitudes that can lead to second victimisation :
 - non recognition of victim's own resources
 - lose of professionalism
 - over protectiveness of the victim
 - apathy, lack of motivation, cynicism and scepticism towards the victim's story
 - underestimation of the consequences of violence
- It is useful to revise oneself in everyday life so as not to repeat an authoritarian and/or paternalistic tendency. Some suggestions in this direction would be:
 - Not ask questions like: what made you stay together with your partner? How did you benefit? What did you do to provoke his violence? What could you have done to avoid it? Did you participate in the escalation of violence?
 - Neither minimise the seriousness of the problem, nor tell her she will recover easily.
 - The professional should accept the ideas and beliefs of the female inmates, whatever they may be. Only when there is confusion, lack of information or distortion about the violence, it might be suitable to inform, clarify or assess the matter so that she may benefit. Even in this cases, never impose, disqualify or argue, and neither should a person manifest one's opinions. It is suggested to use the criteria of useful/useless instead of true/false.
 -
- Empathy is indispensable. It might help her modify the picture of herself and it is also important to overcome the intense feeling of shame.
- Regarding the emotional level, it is important to take into account that throughout their tough experiences, it is likely that these women have developed defensive strategies, i.e. psychological shields to protect them from pain and enable them to survive and adapt to hostile situations. Inside prison, these strategies may arise again, as prison may turn out to be a hostile environment. Some of these strategies are: emotional anaesthesia or blocking, giving the image of being strong and independent, continuously feeling angry identifying with staff and rejecting the behaviour of other inmates. Female inmates should not be encouraged to look for their own ways of release, of support, of trustful contact so as not to lose touch with themselves and reality.
- The feeling of blame and guilt is very common in women who have suffered GV because of the disrespect and humiliation received. Frequently, survivors of GV tend to blame themselves and argue 'if I had behaved in another way, then...'. The psychological reason for that is that violence severely damages the basic need for control and orientation. Then,

blaming herself is, on the one hand, an attempt to regain control (that would be a subjective benefit). On the other hand, the consequence is the destruction of self-worth. The inner argument may be 'I suffered violence because I behaved badly, and it was right for him to hit me...'. That is a very negative reasoning, but it is easier to bear that feeling totally out of control and absolutely helpless.

In these cases, it is important to emphasise the idea that each person is responsible for her/his own actions. Nobody can carry the responsibility for the violence exerted by somebody else.

- Another usual feeling is sadness and melancholy when thinking about separation from their partners. It is understandable and it should be allowed.
- It is healthy to feel fear towards the offender and it is not helpful to deny this. It is actually justifiable. But it is important that it does not paralyse her along the way towards taking decision, so that she still wishes to take the direction she chooses.
- When the feelings related to depressions arise, it is useful to connect them to the effects of the secondary status that is given to women by the patriarchal society. An objective view to myths and role expectations might be useful, as well as the revision and reconstruction of the interactions between both genders.
- A characteristic emotional state of women inmate's survivors of GV is 'learned helplessness'. It is a psychological condition in which a human being has learned to believe that s/he is helpless in a particular situation. S/he has come to believe that s/he has no control over the situation and that whatever s/he does is futile. As a result, the person will stay passive in the face of an unpleasant, harmful or detrimental situation, even when s/he does have the power to change the circumstances.

It is common that those women recognise themselves as inefficient because of the continuous disqualification they have received in a personal level, due to the internalisation of gender stereotypes and the legitimisation of VAW. It is possible to recover the lost self esteem and autonomy beginning to act as a subject who feels, thinks and decides by herself.

GROUP DYNAMICS on DEALING POSITIVELY with GENDER VIOLENCE and COMMUNICATION SKILLS and EMPATHY

TITLE	How can we help?
OBJECTIVE	Acquire helper's principles and deal positively with GV
DEVELOPMENT	Role play. One of the participants takes the role of a woman who is suffering GV and expresses her feelings and concerns through statements. The rest of the participants answer to her statements. The facilitator has a list of effective responses and inappropriate response but s/he does not share it with the participants but uses them to facilitate the discussion. Fundamental principles to be highlighted are: trust, respect, believing the victim, open-ended questions, avoiding victim blaming and avoiding question starting with why. The bases are to not prejudge and to develop active listening and empathy with the woman. It is also essential to ask to her what she needs and what she wants instead of imposing external ways of acting.
PRACTICALITIES	- Material: statements and responses are available in the ALTRA manual. - Time: 45 minutes
SOURCE	ALTRA Daphne project: www.surt.org/altra

TITLE	How to avoid secondary traumatisation
OBJECTIVE	1. Understand what secondary traumatisation is and its effects, 2. Identify signs and symptoms of secondary traumatisation in yourself 3. Identify steps one can take to reduce the effects of secondary traumatisation on the work and personal life
DEVELOPMENT	Organize groups with other colleagues to discuss the effects of working with trauma survivors and offer support to one another in dealing with these experiences
PRACTICALITIES	Time: 45 minutes
SOURCE	Sirkka Perttu & Marie Rautava 2002: Intimate partner violence and violence in other near relationships against women. Handbook for basic and continuing training (available only in Finnish)

THEME 1: LEGAL FRAMEWORK on GENDER VIOLENCE and INTERNATIONAL STANDARDS FOR PERPETRATORS INTERVENTION PROGRAMMES

OBJECTIVES

1. To familiarise prison staff with the framework (international and European) legislation on the subject
2. To provide information on FI's - and especially GVSFI's - legal status from a human rights and feminist perspective.
3. To raise awareness on the fact that violence against women is a human rights violation

TIME FRAME 1 training session (2 hours)

CONCEPTUAL FRAMEWORK

- o [Legal Framework](#) on GV.

International standards on GV-perpetrators intervention programmes:

- o [UN Resource Manual: Model Strategies and Practical Measures on the Elimination of Violence Against Women in the Field of Crime Prevention and Criminal Justice.](#)

The UN Commission on Crime Prevention and Criminal Justice adopted a draft Resolution on the Elimination of Violence against Women at its sixth session in Vienna April/May 1997. The resolution includes an Annex entitled Model Strategies and Practical Measures on the Elimination of Violence against Women in the Field of Crimes Prevention and Criminal Justice. A Resource Manual was developed based on that resolution and it includes guidelines for effective Offender Treatment programmes.

- o [Recommendations by the EU Expert Meeting on Violence Against Women for good practice in developing programs for perpetrators of GV](#)

The document provides general guidelines and recommendations on the development and implementation of programmes for GV perpetrators. For instance, it states that women's needs and safety must be the first priority in perpetrators' programmes and that the perpetrator is the responsible for the abuse and that he must be held accountable for his violent behaviour.

- o [Council of Europe's Task Force to Combat Violence against Women, including Domestic Violence](#)

The Council has defined future activities in the field of preventing and combating violence against women. The Task Force developed minimum standards for work with perpetrators which are rooted in women's safety and prevention. Minimum standards are the lowest common denominator or basic standards that all states and services should aim to achieve.

THEME 2: GENDER STEREOTYPES

OBJECTIVES

1. To raise awareness:
 - on the differences between sex and gender
 - on the existence of gender stereotypes and prejudices outside and inside prison
2. To increase knowledge:
 - on the dangerous influence of the traditional masculinity model and the link between gender inequality and VAW
 - on the benefits of promoting an alternative masculinity (vs traditional one) and relationships based on gender equality and human rights

CONCEPTUAL FRAMEWORK

- o [Gender stereotypes](#)
- o Each culture has a set of codes, stereotypes and roles that rule the behaviours, the attitudes and the expectations of men in this society. Thus, there is a **cultural definition of masculinity** that mainstream and influence the diverse masculine identities. What is expected from men, what they are and to what they identify collectively as male, respond to a human construction. Thus, the characteristics that define masculinity are neither innate nor natural, but socially constructed and learned. Moreover, it is important to state that there is not just one definition of masculinity. On the contrary, there are several ways of being a man. That is to say that there is a dominant or hegemonic masculinity model for each society and historical model with diverse masculine identities.
- o **Traditional masculinity** refers to a set of values, beliefs, attitudes, myths and stereotypes that legitimate and make possible the power and the authority of men over women. Traditional masculinity is based on an [androncentric](#) vision of the world within a social and cultural [patriarchal system](#).
- o **Men and power**⁹: The experience of power in men is interiorised from the beginning of the socialisation process. Power understood as the capacity and the possibility to exercise control over the others; as the capacity to impose their definitions and interests over others. That is what the hegemony of masculinity has been doing during the history of humanity.

- **Men and Emotions:** One of the big problems that men have to deal with is the lack of emotional education. During their socialisation process there is a tendency to hide and neglect feelings. Nowadays, there is still a stereotyped vision of masculinity reflected in common expressions such as 'boys do not cry', 'you have to be strong', 'that is girly', etc. By these means, all that is related to emotions and feelings falls out of the male's world, of the hegemonic definition of masculinity. That situation does have negative consequence for men and for the society in general, generating lack of emotional abilities and emotional dependency to others.
- **Masculinity and the risk culture.** An important part of the masculine identity is the constantly prove of one's own capacities in front of other men. This hero model lead to despise one own security and to look for the recognition of the others. This risk culture is also based on the masculine identity idea of conceiving the body as something invulnerable. Risk behaviours are not self-destructive actions, but behaviour patterns identified with the hegemonic masculinity.
- **Transforming traditional masculinity to a more equal based society.** It is needed to put into question the traditional and hegemonic masculinity model in order to start working for a more equal society.

GROUP DYANMICS on GENDER STEREOTYPES

TITLE	What is feminine? What is masculine?
OBJECTIVE	<ol style="list-style-type: none"> 1. To recognise that people are socialised to consider certain characteristics as feminine and others as masculine 2. To discover how society considers certain characteristics 'positive' or 'desirable', while other characteristics are considered 'negative' or 'undesirable' 3. To raise awareness of the almost automatic nature of social categorisation
DEVELOPMENT	<p>Sets of cards Each card has one part of a pair of adjectives written on it (see handouts). Although these pairs of adjectives form opposites, the stacks of cards should be sufficiently mixed so that it this not immediately very obvious.</p> <p>Worksheets and instruction sheets Worksheet for Group A Prepare a blank sheet of paper divided into two columns. Each column should have a heading: one should read 'Feminine' and the other 'Masculine'.</p> <p>Prepare a separate sheet with the following instructions to add to the worksheet:</p> <p>"Some characteristics are considered more feminine, while others are thought to be more masculine. Place the cards in the column where you think they belong. Work as quickly as you can, without</p>

thinking about it too much.”

Worksheet for Group B

Prepare a blank sheet of paper divided into two columns. Each column should have a heading. One should read 'Positive / Desirable' and the other 'Negative / Undesirable'.

Prepare a separate sheet with the following instructions to add to the worksheet:

“Some characteristics are considered more positive or desirable, while others are thought to be negative or not desirable. Place the cards in the column where you think they belong. Work as quickly as you can, without thinking about it too much.”

Development of the activity: form two groups with equal numbers of participants. Ask them to sit in two corners of the room. Hand out the envelopes with the cards and the worksheets with the instructions. Tell participants that they should follow the instructions on their worksheet and work as quickly as they can. Tell participants they have approximately 10 to 15 minutes to complete the task according to the instructions on the worksheet.

When ready, gather the whole group again. Write on the flipchart two headings: 'Feminine' and 'Masculine' and ask Group A to dictate the characteristics they put under the 'Feminine' heading. After each adjective, ask Group B if they placed that adjective in the Positive/Desirable or the Negative/Undesirable column. Note this information beside the adjective by putting a plus (+) or a minus (-) sign beside it.

Debriefing and evaluation: ask for a round of first impressions about the exercise and its results.

The following typical issues need to be addressed in the debriefing of the exercise:

Characteristics in the feminine column are likely to have minus (-) signs next to them, while the ones in the masculine column are likely to have plus (+) signs:

- What do you think about this difference?
- Where do these differences come from?
- Do you consider this characterisation of masculine and feminine attributes to be accurate or stereotypical?
- In your opinion, in what way do gender stereotypes affect the way we / other people evaluate or judge men and / or women?

	<p>The lists of men's and women's attributes (whether negative or positive) have a lot to do with our perception of men and women. These tend to inform the pre-conceived or ready made ideas we have when we meet people:</p> <ul style="list-style-type: none"> - What do you think can be done to deal with the negative consequences of gender stereotyping? - What do you think can be done to deal with the negative consequences of gender stereotyping? - How does gender stereotyping contribute to gender-based violence? - How are people affected that don't fit into the gender stereotype? 																				
<p>PRACTICALITIES</p>	<p>o Material: Two sets of cards with the different adjectives:</p> <table border="1" data-bbox="555 636 1359 987"> <tr><td>dependent</td><td>independent</td></tr> <tr><td>emotional</td><td>rational</td></tr> <tr><td>objective</td><td>subjective</td></tr> <tr><td>submissive</td><td>dominant</td></tr> <tr><td>passive</td><td>active</td></tr> <tr><td>skilled in business</td><td>not skilled in business</td></tr> <tr><td>competent</td><td>incompetent</td></tr> <tr><td>hesitates a lot</td><td>makes decisions quickly</td></tr> <tr><td>ambitious</td><td>not ambitious</td></tr> <tr><td>diplomatic</td><td>direct</td></tr> </table> <p>o Time: 45 minutes</p>	dependent	independent	emotional	rational	objective	subjective	submissive	dominant	passive	active	skilled in business	not skilled in business	competent	incompetent	hesitates a lot	makes decisions quickly	ambitious	not ambitious	diplomatic	direct
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hesitates a lot	makes decisions quickly																				
ambitious	not ambitious																				
diplomatic	direct																				
<p>SOURCE</p>	<p>Marietta Gargya, hotline worker at NANE Hotline for battered women and children, Hungary, developed on the basis of a research study by Broverman, I., Vogel, S. R. Broverman, D.M., Clarkson, F.E. and Rosenkrantz, P.S. (1972). 'Sex Role Stereotypes: A current appraisal'. Journal of Social Issues, 28. Blackwell.</p>																				

OBJECTIVES

1. To raise awareness on the existence of GV
2. To clarify and widen the notion that prison staff may have about GV
3. To give information on the causes, types and consequences of GV
4. To raise awareness on the link between traditional masculinity and parenthood models and family patterns and GV

CONCEPTUAL FRAMEWORK

- [Gender violence and gender violence in prison](#)
- **The anger is a human emotion** which occurs when three factors are combined- the sensation of pain/being hurt, the increase in the overall psychic excitement, which is expressed as an increase in stress levels; trigger- thoughts, which unlock the anger as an emotion. The anger is related to the feeling of helplessness. It occurs when somebody is confronted with his/her own deficits and limitations to solve problems or relationship conflicts.
- In contrast to the anger, **the aggression is behaviour, during which we are trying to cause physical or verbal pain or harm.** The anger does not always lead to aggression and vice versa. We can feel anger without expressing aggression and we can have an aggressive behaviour without feeling angry. The aggression in the context of GV is a part of the whole cognitive- behavioural system of the ego, in which the aggressive emotions and behaviour are supported by the dysfunctional patriarchal beliefs that organise the family system and the society in general and relationships via aggression and control.
- Awareness on the heterogeneity of GVPMI:
 - Those for which the use of violence is ego-syntonic the gender roles, culture and family of origin reinforce patriarchal beliefs and the use of violence is to maintain supremacy over others. They do not question their violent behaviour.
 - Those for which the use of violence is ego-dystonic are the one that do not want to be violent and they regret their behaviour.
- The **penitentiary treatment** of men inmates is still **based on training for changing the ego's cognitive- behavioural system.** New adaptive models for equality between sexes are formed for reaching agreement and for negotiating during a conflict. These positive beliefs and the experienced regret and guilt, after the aggressive behaviour during the training, do not support any more aggression. The training covers consecutively an analysis of the physical, psychic and the emotional forms of violence, which are transformed into positive belief models that stand for equality and partnership.

GROUP DYNAMICS on GENDER VIOLENCE AND AGGRESSION

TITLE	Causes and myth of violence
OBJECTIVE	<ol style="list-style-type: none"> 1. Raise awareness on the existing myths on GV 2. Find and practice alternative ways of relating and communicating so that everyone benefits and feels better
DEVELOPMENT	<p>Talk about, question and deconstruct the following myths about the causes of GV and about women and violence:</p> <ul style="list-style-type: none"> - Men perpetrators consume drugs and alcohol, are at low socio-economic level and/or mentally ill - If women who suffer violence do not report it, it is because they like being battered; women exaggerate in court and lie about the effects of violence <p>Following, a way out of former behaviour patterns is to be found. Ways of acting differently have to be worked out. Trainer points out that behaving in a more respectful manner does not mean they are less masculine or they lose any power. They gain autonomy and wellbeing.</p>
PRACTICALITIES	- Time: 45 minutes
SOURCE	PROTRAIN Daphne project: http://www.pro-train.uni-osnabrueck.de/index.php/TrainingProgram/MultiProfessional?userlang=ca

THEME 4: SELF CARE and PROFESSIONALISM

OBJECTIVES

1. To increase awareness on the importance of professionalism and of self-care (looking after own safety when working in the area of violence prevention)
2. To encourage self-care and professionalism:
 - among the prison staff members (individually and collectively)
 - by the penitentiary institution (by means of professional supervision)

CONCEPTUAL FRAMEWORK

Following the definition of the American College Dictionary, professionalism *is exhibited by one of the professional character, spirit or methods or the standing, practice, or methods of a professional as distinguished from an amateur.*

Professionalism is made up of different aspects:

Competencies such as:

- Mastery of theoretical knowledge
- Capacity to solve problems
- Application of theoretical knowledge to practice

- Ability to create knowledge as well as possess it
- Enthusiasm and commitment to clients
- Commitment to continuous learning about the profession

Responsibilities, such as:

- Accepting full responsibility for the decisions
- Putting the interests of clients ahead of the professional's own interests
- Fulfill the duty of confidentiality

Characteristics, such as:

- Professionals are considered experts
- Professionals have a high degree of generalized and systematic knowledge with a theoretical base
- The primary orientation of professionals is to their public and/or community interest
- Professionals have a high degree of self-control of their behavior and are governed by a code of ethics. The code of ethics is:
 - o a statement of values
 - o ensures a high quality of service
 - o guarantees competency of membership, honor and integrity
 - o a direct expression of the professions' principles of service orientation
 - o emphasizes no personal gain and protection of the client or patron
- The professional's system of rewards is primarily a set of symbols of work achievement
- There is a system of testing the competence of members

Criteria, such as:

- Training and Education which can be unique training, formal education, achieving credentials, activity in continuing education opportunities and joining and actively involving yourself in professional associations
- Intellectualism
- Autonomy
- Judgement
- Independence
- Abilities can provide a valuable service to society
- Dedication and take pride in the quality of their work
- Measures of support to other professionals, such as creating structures of subcultures for professionals, promoting ethical practices and defining penalties for professionals who work against the tenets and practices of the profession are highly recommended.

Professionalism is directed by **expectations** such as to establish a special relationship with clients, have a lack of self-interest, be involved in all aspects of the profession and publicize what the profession "does" and "is."

Factors supporting worker's capacity and professionalism are:

- Support of the work community
- Securing safety of the workers
- Changing tasks of the workers
- Team work

-
- Co-operation and network of authorities
- Supervision of work
- Consultation
- Education and knowledge

Self care is personal health maintenance. It is any activity of an individual, family or community, with the intention of improving or restoring health, or treating or preventing disease. Self care includes all health decisions people (as individuals or consumers) make for themselves and their families to get and stay physically and mentally fit. Individuals do self care, and experts and professionals support self care to enable individuals to do enhance self care. Self care topics include different aspects such as life skills, physical exercise and stress management. Self care means looking after yourself in a healthy way.

Self care factors are:

- Seek help to overcome your fear and reactions caused by it
- Learn how to live with contradictory situations and feelings
- Realise that it is up to the victim of violence to leave the abusive relationship
- Focus on essential and organize your work according to work plan
- Divide the helping process into small steps
- Seek for social support and use your sense of humour
- Give yourself a time-out if you notice problems in the helping process
- Keep your goal realistic
- Accept the limitations of your work
- Take care of yourself and your emotional, spiritual, physical, social needs
- Seek help and support whenever you need it
- Take care of safety at work
- Remember that you also need rest and free time

GROUP DYNAMICS on SELF CARE AND PROFESSIONALISM

TITLE	Taking care of myself as a professional
OBJECTIVE	1. To support professionals' awareness of different ways they can promote self care 2. To give examples how to find way out of stress
DEVELOPMENT	The participants are divided into small groups. The groups share the members' own experiences and ways they have recognised to support their individual physical and emotional well being and professionalism. It is encouraged that the professionals could also share difficult situations they have been experiencing and how they found their ways out of stress.
PRACTICALITIES	Time: 20 minutes
SOURCE	Sirkka Perttu & Marie Rautava 2002: Intimate partner violence and violence in other near relationships against women. Handbook for basic and continuing training. In Finnish.

THEME 5: COMMUNICATION SKILLS and EMPATHY

OBJECTIVES

1. To raise awareness on the fact that being in jail does not mean prisoners are motivated for changing or take responsibility of their acts
2. To raise awareness that punishment itself is almost never an efficient factor to change belief systems
3. To raise awareness on the importance of communication skills when dealing with MI, and especially GVPMI

CONCEPTUAL FRAMEWORK¹⁰

The adequate attitude towards MI should be based on the following aspects:

- It is of primary importance to respectfully look at the perpetrator as a person who has the ability to change, but who has acted in a very destructive way. It is necessary not to sympathize with the behaviour and its consequences, but to try to identify underlying basic needs and find better ways to fulfil them.
- Only being in jail does not mean the inmates are motivated for a change or realize that their behaviour was wrong. Punishment itself is maybe and adequate societal reaction, but is almost never an efficient factor to change belief system of incarcerated men. Staff should show that there are better alternatives.
- It is necessary to promote appropriate non-violent solving strategies when working with MI perpetrators of GV.
- It is necessary to identify underlying basic needs of MI and find better ways to fulfil them.
- It is unacceptable and inadequate to sympathize with violent behaviours of the MI perpetrators and the consequences of violence.

TITLE	Alternative ways to solve conflicts
OBJECTIVE	<ol style="list-style-type: none"> 1. Improve ability to communicate 2. Learn to argue constructively: stand up for something versus putting each other down and learn to become aware of own feelings, talk about them and express affection
DEVELOPMENT	<p>First, the 'Star of feelings' (Plutchik, 1980) is hung on the wall and presented by the trainer. A conversation about emotions and feelings is suggested. Possible questions:</p> <ul style="list-style-type: none"> - Name every feeling you know - In which situation did you feel any of these feelings? - Which of them are more usual in you? - Which of them you never experienced/are difficult to you? - Which of them you have experienced but do not express? - Which are easier to express? <p>Then, the trainer explains with an example the suggested sequence of steps to follow when facing a conflict:</p> <ul style="list-style-type: none"> - Describe the situation and the other's behaviour in clear concrete words and name the feeling this situation is causing you - Mention a fantasy about the intention of the other while doing this - Check the fantasy and/or make a wish <p>Following, an exercise to replay typical conflicts is suggested. The participants perform the old behaviour and then rehearse the new one, based on adequate communication rules:</p> <ul style="list-style-type: none"> - Give I-messages (instead of you/one/we messages) to take responsibility for what is said and be direct and definite. The centre of the message is not the other's behaviour, but <u>the effect</u> that the other's behaviour is having on me (my own perception, wishes, needs and interests). Note that I-messages should not be used as a technique but to express real feelings. - Stick to the situation: avoid generalization and messages such as 'never', 'ever'. If not, the other will immediately come up with examples showing the opposite. - Change 'we all know that...'; 'that's what everybody is saying', 'considering...', 'it's always like that', 'you are a real...' for 'I would like...'; 'I'm worried that...', 'That causes me to...'; 'I am not sure if I've understood this correctly', 'If you say do this/that... I feel his/that... because it...' - Talk about actual, specific behaviours instead of claiming they are inherent attributes of the other person, refer to old problems... - Listen, do not interrupt - React quickly and avoid 'yes...but' and other 'indirect - no' phrases. <p>Remember that the aim of the discussion is to achieve a win-win solution</p>

	In order to put into practice the sequence of steps, each participant writes down in a paper a conflict that s/he has had or is having. All the papers are put in a box. Afterwards, each participant takes one of the papers and tries to solve the conflict putting into practice the sequence of steps stated before.
PRACTICALITIES	<ul style="list-style-type: none"> o Time: 60 minutes o Material: It is necessary to have gathered and hanged a poster with Plutchik's 'Star of Feelings'
SOURCE	ALTRA Daphne project: www.surt.org/altra

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GROUP DYNAMICS on LEGAL FRAMEWORK on GENDER VIOLENCE

TITLE	Human rights brainstorming
OBJECTIVE	To identify and recognise human/women's rights
DEVELOPMENT	Group work. Accompanied brainstorming compiled in a flipchart. Subsequent small-group work (each, certain articles) and elaboration of a drawing. Afterwards, drawings hanged on the flipchart and whole group recognition of the rights shown in them, followed by a discussion.
PRACTICALITIES	Time: 45 minutes

GROUP DYNAMICS on GENDER STEREOTYPES

TITLE	Fairy tales
OBJECTIVE	To illustrate gender stereotypes
DEVELOPMENT	Group discussion on the topics that appears in the fairy tales (e.g. Cinderella). The facilitator should make sure that all gender stereotypes raise and that all participants put them into question.
PRACTICALITIES	Time: 45 minutes

TITLE	'What seems to be a unique reality might not be'
OBJECTIVE	Make evident that reality is not always as it seems, and even if it seems to us absolutely obvious, it might not be as we see it.
DEVELOPMENT	Four tricky images, that can show at least two completely opposite images at the same time, are shown to the whole group. One by one. Participants are then asked to think individually of what they see in each image. Following, they are asked to share it, individually. There will probably be two or more different observations. The trainer will accompany discussion: 'Who sees the real image?' 'Who is right?' The ones who have seen one perspective will explain it to the ones who have seen another, and vice versa. To conclude, trainer will cause reflection: <ul style="list-style-type: none"> - on the fact that nobody is absolutely right/wrong. Instead, both opinions are true, depending on the point of view. - things we see or perceive might not be the only truth. Even the reality that seems the only existent one could be interpreted in another way.
PRACTICALITIES	It is necessary to have gathered the tricky images.
SOURCE	ALTRA Daphne project: www.surt.org/altra

TITLE	Breaking myths
OBJECTIVE	<ul style="list-style-type: none"> • Make visible the social nature of gender: gender is learned • Make visible gender discrimination: gender builds our way of being a man/woman • Make visible the possibility of unlearning gender: we are active agents of change
DEVELOPMENT	<p>Participants do a brainstorming listing the characteristics traditionally attributed to men and women. All the contributions are written down in a poster hanged on the wall.</p> <p>The following question is asked to the whole group: Could these adjectives be placed the other way round, in the other column?</p> <p>Follows discussion on changes in generally accepted assumptions (throughout history/nowadays and in the own country/other countries) and especially in gender roles stereotypes. The discussion leads to concluding that to be born men or woman is not so determinant. What is determinant is how we build the way of being men or women in a society.</p>
PRACTICALITIES	It is necessary to have gathered and hung a poster with the characteristics traditionally attributed (or that participants attribute) to men and women.
SOURCE	ALTRA Daphne project: www.surt.org/altra

GROUP DYNAMICS on GENDER VIOLENCE AND GENDER VIOLENCE IN PRISON

TITLE	The story of Max
OBJECTIVE	Make visible inequality and power relationships
DEVELOPMENT	<p>Participants are divided in three groups and each group is provided with the story of Max, an 18-year-old man who goes to a party and, under the influence of his friends, forces a half-drunken girl - who was first willing to have sex with him but then felt sick and decided not to - to have sex with him. The story ends with the woman reporting on the man and the man wondering why. Each group has to come to agreement on the factors (alcohol, friends...) influencing Max's decision and on the power inequalities present in the story, and then read what they agreed upon. Following, there is a general discussion on power, violence, human rights' violations and women's feelings.</p>
PRACTICALITIES	It is necessary to have gathered copies of 'The Story of Max' (available in the ALTRA manual)
SOURCE	ALTRA Daphne project: www.surt.org/altra

TITLE	Types of violence																															
OBJECTIVE	To get to know different types of violence																															
DEVELOPMENT	<p>Stick the six names of the categories in six parts of the room. Introduction: "Violence has countless forms; however, all can be classified into one of five categories, which are physical, psychological, verbal, sexual and economic. In addition, we would also like you to practice the recognition of everyday male chauvinism, so you will encounter examples of that, as well. We consider this exercise important because it is crucial that you can recognise the types of violence, and it often helps victims when they can name what is happening to them, when we say that what she considers everyday or even normal is in fact violence. You can see that the list contains psychological violence, which is special in that really all examples could be stuck beside it, since all can cause psychological harm to the victim. Now, however, you are requested to have a look first where else it could go, and to stick it there, and stick those to psychological violence only that cannot be fitted into any other category, such as blackmail." Distribute the examples. Ask participants to place the examples in the appropriate place with Blue-tac. When ready, discuss what was placed where; correct those examples that were placed in the wrong category.</p> <p>The six types of violence are: Physical violence, psychological violence, sexual violence, economic violence and everyday male chauvinism. Example of violence actions are:</p> <table border="1"> <tr> <td>Kicking</td> <td>Forcing the woman to watch porno</td> </tr> <tr> <td>Beating</td> <td>Withholding sex</td> </tr> <tr> <td>Tying up</td> <td>Calling the woman a whore</td> </tr> <tr> <td>Controlling the woman's physical needs</td> <td>Shouting</td> </tr> <tr> <td>Shoving</td> <td>Causing the woman to be kicked out of work</td> </tr> <tr> <td>Locking in</td> <td>Forcing the woman to have an abortion</td> </tr> <tr> <td>Locking out</td> <td>Forbidding the use of contraception</td> </tr> <tr> <td>Blackmailing</td> <td>Insulting</td> </tr> <tr> <td>Threatening</td> <td>Calling the woman names</td> </tr> <tr> <td>Stalking</td> <td>Making the woman ridiculous</td> </tr> <tr> <td>Controlling</td> <td>Threatening with suicide</td> </tr> <tr> <td>Refusing responsibility</td> <td>Strangling</td> </tr> <tr> <td>Managing money alone</td> <td></td> </tr> <tr> <td>Sexual violence</td> <td></td> </tr> <tr> <td>Fording a women to be naked</td> <td></td> </tr> </table>		Kicking	Forcing the woman to watch porno	Beating	Withholding sex	Tying up	Calling the woman a whore	Controlling the woman's physical needs	Shouting	Shoving	Causing the woman to be kicked out of work	Locking in	Forcing the woman to have an abortion	Locking out	Forbidding the use of contraception	Blackmailing	Insulting	Threatening	Calling the woman names	Stalking	Making the woman ridiculous	Controlling	Threatening with suicide	Refusing responsibility	Strangling	Managing money alone		Sexual violence		Fording a women to be naked	
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	<ul style="list-style-type: none"> Isolation Constant jealousy Breaking objects Blaming the woman for every problem Driving the car in a frightening way Pulling the woman's hair Biting Shaking Harming the woman's intimate body parts Forcing the woman to have sex with others Keeping the woman financially dependent Forcing the woman into prostitution 	<ul style="list-style-type: none"> Making the woman account for every penny Keeping the woman at bay with a common enterprise Nerve-racking repetition Fake helping Keeping a distance Promising to change or do something only for a favourable reaction Making a martyr of himself Manipulative moodiness Refusing to acknowledge the woman's positive characteristics and deeds Emphasizing the woman's negative characteristics
PRACTICALITIES	<ul style="list-style-type: none"> o Time: 30 minutes o Materials: six cards, each with one type of violence on it, cards with examples of the different types of violence, and blue tac. 	
SOURCE	ALTRA Daphne project: www.surt.org/altra	

TITLE	Gloria's story
OBJECTIVE	Understand GV mechanisms and build empathy towards GVSFI: See and understand the difficulties that survivors face when seeking and finding help
DEVELOPMENT	One participant will act as Gloria, a woman suffering GV. She will stand in the middle, surrounded by Oliver, another participant acting as the GV perpetrator, and by the rest of the participants (acting as her doctor, her landlady/landlord, her friend, sister, neighbour...). She will be linked to every participant by a piece of rope and to Oliver by a shorter piece of rope. Each participant will be provided with a card with the response she or he has to give upon Gloria's direct/indirect, express/implicit request for help. All the responses will go in the line of minimizing Gloria's situation and reinforcing her binding to Oliver. And after each response, each participant will drop her or his rope, so that in the end, Gloria will remain closely bound to Oliver. Discuss feelings associated to this dynamic, summarise key learning points and complete the discussion with a summary comment: "Often, we only know a little of the whole story. People in abusive situations may often reach out to many people and get just such responses."
PRACTICALITIES	o Time: 45 minutes
SOURCE	PROTRAIN Daphne project: http://www.pro-train.uni-osnabrueck.de/index.php/TrainingProgram/MultiProfessional?userlang=ca

GROUP DYNAMICS on DEALING POSITIVELY WITH GENDER VIOLENCE AND COMMUNICATION SKILLS AND EMPATHY

TITLE	Active listening
OBJECTIVE	Promote active listening
DEVELOPMENT	Groups of 3 people. In each group, 1 person has the instruction to talk, 1 person - the one supposed to be hearing - has the instruction to pretend s/he is not paying attention and 1 person observes the whole scene. Afterwards, they all share their feelings.
PRACTICALITIES	o Time: 30 minutes
SOURCE	SPREAD