



Drawing the Line

Stop Sexual Harassment Against Migrant Women

- A training manual for peer leaders and professionals

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Introduction

Frame

The Project, Draw the Line - training and empowering immigrant women to prevent sexual violence and harassment” of which this Training Manual is a major product, aims to empower immigrant women to move away from culturally determined gender stereotypes and occupy their place in European society as equals, by promoting advocacy through training and information. The project is being implemented by six partner organizations in Austria, Bulgaria, Greece, Poland, Spain and the United Kingdom. It is co-financed by the European Programme for Rights, Equality And Citizenship.

Background

Sexual violence against women, or in other words Gender Based Violence, is a universal phenomenon which in all its facets is understood and interpreted in many different ways, depending on individual, cultural and social backgrounds. Sexual violence is not an isolated act but rather a part of a continuum of attitudes, belief patterns and actions that condone sexual abuse. Literature also shows that there are groups that are more vulnerable to sexual abuse. Ethnic minority women may be vulnerable as a result of isolation factors, such as language barriers, lack of access to services, fear of racism and immigration problems. Surveys conducted show that immigrant women living in a European country are subjected to sexual violence and harassment, which very often is not perceived as such.

It is not possible to speak about “immigrant women” as one entity. Experience in the field has shown that there are gross differences depending on various factors, especially educational opportunities. Women without compulsory or with less education tend to depend on their own ethnic communities for assistance and avoid using mainstream services as far as possible. Their perception of gender roles tends to be traditional and mostly followed without question. This group are working women, mostly in the unqualified sector, and are often employed precariously and therefore are highly vulnerable. Immigrant women, who are subject to sexual abuse or threatened from it, are confronted not only with a traumatic experience but also significant pressures of a social, legal and economic nature. Such pressures arise out of the challenges and fears associated with adjusting into a new culture. The pressure from the ethnic community to which the woman belongs does not ease the situation.

Very often, immigrant women are not aware of, or face difficulties in accessing mainstream services. This is partly because service agencies are not that well equipped to deal with the cultural and communication aspects that are needed.

Addressing the topic of sexual abuse requires sensitivity combined with cultural competencies. Culturally appropriate access to addressing the topic is needed to help immigrant women to confront and overcome their dread of legal and personal consequences. Based on the aspects mentioned, it can be concluded that migrant women, their needs and much of what happens within their environment, requires special attention.

Focus

The Training Manual focuses on sexual violence and harassment concerning immigrant women, which happens in settings other than intimate partner violence. These include the workplace, places of study and public areas. In this Training Manual the use of the terms sexual violence and harassment are limited to include social norms of entitlement, individual belief systems that justify aggression as well as passivity, inappropriate behaviour in public places and physical encounters.

Content

This Training Manual is the result of the combined efforts of the project staff members. It guides you through certain topics and serves as a resource book, which can and should be supplemented by your knowledge and experience. All suggested methods and tools have been tested during the practical implementation of the training cycles.

Structure

The Training Manual is structured into the following six topic modules: Module 1 presents the laws and rights in each partner country. Module 2 focuses on Migrant Women and Gender Based Violence, Module 3 deals with Gender Stereotypes, Module 4 addresses Communication and Self-Esteem, Module 5 deals with Psychological and Medical Aspects of sexual violence and Module 6 focuses on Own Boundaries. At the end of the Training Manual, national organisations, which support women who are victims of sexual harassment of any kind, are listed.

We are thankful to...

We would like to mention our appreciation for the funding provided by the EU – Rights, Equality and Citizenship Programme. Training and capacity building could be offered to Peer Leaders who in turn offered training to women within their own community or language group. We also express our thanks to the trainers, peer leaders, experts and network partners who actively participated in training and empowering immigrant women to prevent sexual violence and harassment.

1 Module 1: Women's Rights And National Legal Frameworks

IKWRO:

Within the UK, there is a system in place which you can seek help from. It is important that we are educated about what type of aid we can receive and that we are aware of the laws in place which protect us. There are several types of abuse someone may face which are not permitted in the UK. These include; domestic violence, "honour" based violence and child abuse and cover a scope of crimes including murder, rape (including marital rape), kidnapping, assault and sexual offences. Stalking, harassment, touching someone with sexual intent or having the intent of abuse are also crimes.

There is relatively new legislation in the UK; the Serious Crime Act (2015), which states that coercive and controlling behaviour, can result in a punishment of up to 5 years of imprisonment or a fine (or both). These behaviours must involve a series of acts where the perpetrator, whom is personally connected to the victim, knowingly acts in a manner that has serious effects on the victim and in turn on their day to day life.

Female Genital Mutilation is also a criminal offence in the UK, when it is committed in the UK or abroad, against a UK National or permanent UK resident, or if it is performed on a child. It is punishable by up to 14 years imprisonment. Forced Marriage, which is different to an arranged marriage, is also crime. It is punishable by up to 7 years imprisonment in the UK. It is also a crime to take someone overseas to force them to marry, regardless of whether the marriage actually takes place. Marrying someone who lacks the mental capacity to consent to marriage is also a crime. Unfortunately, a migrant woman may be afraid to speak out as a victim because of having a temporary visa. However, it is important that they become aware of the fact that they can apply, with any children under 18, for Indefinite Leave to Remain to achieve a permanent status. This option does not apply to an individual whose partner is in the UK on a student visa.

Finally, it is vital that victims know that the Civil Court can issue several types of Protection Orders to help keep them safe from perpetrators and that they may qualify for free legal assistance. There are also 'Special Measures' that can be put in place for victims during court procedures to help them feel more comfortable during the process.



2.1 BACKGROUND OVERVIEW

2.1.1 WHAT IS GENDER BASED ABUSE?

The United Nations defines violence against women as any act of Gender Based Violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether it's occurring in public or in private life.

Gender Based Violence may include:

- “Honour” killing
- Rape
- Acid attacks
- Domestic violence
- Imprisonment
- Beatings
- Blackmail
- Surveillance
- Child Marriage
- Forced marriage
- Forced suicide
- Mutilation
- Trafficking
- Abduction
- Death threats
- Emotional abuse
- Female Genital Mutilation

Violence against women happens in different forms and Forced Marriage is a form of “Honour” Based Violence. “Honour” Based Violence and Forced Marriage are both violence against women and result from the patriarchal establishment that almost every society is under the influence of. Therefore, violence against women is not something that happens to others, it is a matter that concerns us all as we are all living within a patriarchal society.

2.1.2 THE MEANING OF HONOUR

According to the Oxford dictionary, “honour” is:

- “High respect; great esteem”
- “The quality of knowing and doing what is morally right”
- “Something regarded as a rare opportunity and bringing pride and pleasure; a privilege.”

Unpacking “honour”

Actions that are said to damage the family “honour” and bring shame can be any of the following:

- Staying out later than curfew
- Having a relationship outside of marriage
- Wearing make-up and/ or ‘unsuitable’ clothes
- Premarital sex
- Refusing to marry the person chosen for you
- Being the breadwinner
- Leaving an unhappy relationship
- Disclosing rape

Below are some words related to “honour”:

- Ird [Arab countries]
- Izzat [mainly South Asia]
- Namus [Pakistan, Turkey, Kurdistan and Iran]
- Zina [Muslim word]
- Sharaf [Arab word]

2.1.3 DOMESTIC ABUSE / FORCED MARRIAGE / “HONOUR” BASED VIOLENCE

What is Domestic Abuse?

Any incident of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to;

- Psychological abuse
- Physical abuse
- Sexual abuse
- Financial abuse
- Emotional abuse

What is a Forced Marriage?

A marriage in which one or both spouses do not (or, in the case of some adults with learning or physical disabilities, cannot) consent to the marriage and duress is involved. Duress can include physical, psychological, financial, sexual and emotional pressure. [Forced Marriage Unit]

Heshu Yunes

- In October 2002, Heshu Yunes, a 16-year-old Kurdish girl was murdered by her father because she had a boyfriend
- The Judge said:
“...he will receive a life sentence, but we will consider his culture for the tariff.”
- Remember Heshu Campaign



Shafilea Ahmed

- In 2012 Mr Justice Roderick Evans said that Shafilea's parents would both serve a minimum of 25 years
- “Your concern about being shamed in your community was greater than your love of your child.”
- “There is only one sentence that I can impose upon you and that is a sentence of imprisonment for life.”



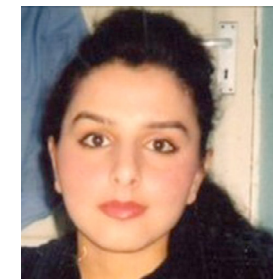
Rania Alayed

- Rania, 25, was murdered by her husband Al-Khatib in June 2013
- She had left him after years of serious domestic violence
- She feared for her life and had sought help from the Citizens Advice Bureau, the police and eventually a solicitor, which angered her husband's family
- Her husband was jailed for twenty years in June 2014 for her murder
- Police Detective Chief Inspector Phil Reade: “Make no mistake, this was an “honour” killing – Al-Khatib's murderous actions were motivated by his outrage and jealousy that Rania would attempt to take control of her own life and live a more westernised life.”



Banaz Mahmood

- Suffered Female Genital Mutilation in Kurdistan
- Forced to marry aged 17
- Left abusive husband and returned back to family
- Met Rahmat
- Warned by Uncle Ari to stay away from Rahmat
- Seen with Rahmat in Morden
- Family court held
- New Years Eve attack
- 29th April 2006, Banaz's body was found in a suitcase buried in a garden in Handsworth, Birmingham



What is an Arranged Marriage?

A marriage in which families take a leading role, but the parties have the free will and choice to accept or decline the arrangement.

What is “Honour” Based Violence?

“A collection of practices, which are used to control behaviour within families or other social groups to protect perceived cultural and religious beliefs and/or honour. Women are predominantly [but not exclusively] the victims of so called “honour” based violence, which is used to assert male power in order to control female autonomy and sexuality.” [Crime Prosecution Service and Association of Chief Police Officers]

What amounts to dishonour?

- “Inappropriate” make up, clothes, going out
- Talking to a boy (or a girl), or a stranger
- Expressions of sexual autonomy, public displays of affection
- Having a boyfriend
- Resisting a forced marriage
- Sex outside marriage, i.e. losing virginity, pregnancy, adultery
- Being a victim of rape
- Not being heterosexual
- Seeking divorce (even in the event of domestic abuse)
- Reporting/ fleeing domestic violence or forced marriage
- Rumors or suspicions of any of the above

Duress:

“The pressure can be physical (including threats, actual physical violence and sexual violence) or emotional and psychological (for example, when someone is made to feel like they’re bringing shame on their family). Financial abuse (such as taking your wages or not giving you any money) can also be a factor.” [Forced Marriage Unit]

Consent:

Consent means that you have made a free choice to get married and it is your own decision.

If threats are made against you, or you believe that entering the marriage is required because that is what your family expects, then you may not be able to refuse and therefore you do not have the freedom to make a free choice.



Possible reasons for forced marriage:

- To protect young people from 'promiscuity'
- To control sexuality of women in particular and to 'safeguard' against being lesbian, gay, bisexual or transgender
- To uphold family "honour" or long-standing family commitments
- Responding to family pressure
- To protect perceived cultural or religious ideals
- To attempt to strengthen family links
- To ensure wealth and land remains within the family
- To assist claims for residence and citizenship
- To provide a carer for a disabled family member/ to reduce the 'stigma' of disability
- Being a victim of rape

Barriers to seeking protection:

- Fear of dishonouring family, her own and her in-laws
- Not being able to obtain divorce – civil/ religious
- Fear of losing children, family and friends
- Feelings of guilt and shame [self blame]
- Constant control by the family [one chance rule]
- Fear of lack of confidentiality
- No knowledge of support services and their rights!
- Poor perception of police
- Lack of resources/ financial dependency
- Language barriers
- Lack of recourse to public funds
- Immigration status - spouse visa/ family reunion
- Fear of being found after leaving

Psychological impacts:

- Living in fear
- Mistrusting everyone (feeling of being controlled, watched, followed...)
- Depression, Post-Traumatic Stress Disorder, flashbacks, nightmares, hyper-vigilance
- Isolation, loneliness, shame and silence
- Losing self-esteem
- Self-blame, feelings of guilt
- Self harm, suicidal feelings

Prevention:

- Believe them
- Treat potential victims with sensitivity and seriousness
- Be culturally sensitive
- Reassure them about confidentiality. Speak to individuals alone and not in the presence of family or friends
- Do not disclose any information to family or friends
- Listen carefully and pick up key words e.g.: rape, forced marriage, throwing acid, imprisonment, abduction, beatings, death threats, blackmailing, surveillance, harassment, controlling behaviours, and "honour" killings, etc.
- Arrange for an interpreter carefully and check them with the victim. Remind them about confidentiality, neutrality, word-for-word accuracy, non-advocacy

Protection:

- Never use family members as translators
- Take action immediately
- Inform the victim of your actions
- Involve police and social services if appropriate (recording and flagging)
- Do a risk assessment, Safety Plan & Risk Management
- "Honour" Based Violence is also a child protection issue. Refer to Child Protection Procedures if appropriate
- Arrange for safe accommodation
- Consult with or refer to expert organisations such as IKWRO and the Forced Marriage Unit

DO NOT:

- Attempt to mediate
- Share information without the consent of the person concerned
- Allow yourself to be affected by your perceptions of cultural difference – cultural relativism
- Be judgmental
- Dismiss their fears, and NEVER send them back into harmful environments
- Use family members as interpreters
- Approach family or community leaders
- Underestimate the perpetrator/s of "Honour" Based Violence
- View culture or religion as excuses for violence

No Mediation!

Discussion with the family or any type of family involvement will often place the person at greater risk of harm.

2.2.1 M2/ EXERCISE 1: INTRODUCTION TO THE TOPIC/ WARM UP

Action	Introduction
Objective	Understanding the background of the training/ the subject.
Materials	Training Manual content. Pen and paper if participants feel they want to take notes.
Duration	15 Minutes
Scenario	<ul style="list-style-type: none">• Arrange seats in a U-Shape ensuring the Projection Screen is visible from all angles. This layout encourages conversations and discussions amongst participants.• Introduce yourself and the project including an insight of why you are taking part in this project.• Discuss ground rules for the session (if needed). If no ground rules are needed, introduce confidentiality as the only rule for the session. If other ground rules are introduced, then highlight confidentiality with importance at the end of the list.• Ask the group if anyone knows what confidentiality means. Explain that we want the learning to be spread out as far as possible in order to raise awareness on the topics we will be discussing, however, any personal stories which may be shared, including personal stories which may be shared by the trainer, need to be kept in the room and kept confidential. Before continuing, ask the session participants if they can all agree to that.• Tell the group that the subjects you will be covering in the session today are quite heavy topics and if at any point they feel like they need some time out, they are very welcome to take a break.

2.2.2 M2/ EXERCISE 2: MEANING AND DANGER OF HONOUR AND DOMESTIC VIOLENCE

Action	Understanding of harmful practices
Objective	Understanding the meaning and danger of “Honour” Based Violence, Forced Marriage and Domestic Violence.
Materials	Training Manual content. Pen and paper if participants feel they want to take notes.
Duration	20 Minutes
Scenario	<ul style="list-style-type: none">• Discuss difficulties migrant women face. If the group do not give any answers, you can give them one and ask them to add to it. Alternatively, you can ask what difficulties we face as women, then extend this by what other difficulties would be added for a migrant woman.• Discuss what the word “honour” means to them, whether personally or the definition of the word. Following this you can discuss “Honour” Based Violence and the types of violence which fall within this, highlighting that these happen because the family and/ or community feel the person has done something which goes against their “honour”.

2.2.1 M2/ EXERCISE 1: INTRODUCTION INTO HE TOPIC/ WARM UP

Action	Case studies	
Objective	Recognise examples of Gender Based Violence within real cases: this is to show real stories and to highlight how quickly situations escalate and to show these types of violence are taking place in Europe.	
Materials	Training Manual content. Pen and paper if participants feel they want to take notes.	
Duration	30 Minutes	
Scenario	<p>Prepare the group by telling them that you will be discussing real life cases of “Honour” Based Violence and Forced Marriage. Remind the group that if at any point they feel the session is too heavy and they need a break, they are very welcome to take time out. The presentation slides do not contain much information as it is more interactive as a trainer to speak to the group without reading from the PowerPoint. Below are in depth explanations for each case study.</p> <p>Heshu Yunes:</p> <ul style="list-style-type: none">- Heshu was murdered at the age of 16 by her father for having a boyfriend that the family did not approve of.- Heshu was stabbed 17 times by her father and then he slit her throat.- Heshu’s father then jumped from a 5th floor balcony and came up with the story that he was a political activist and the terrorist group Al-Qaeda had come to target him. He said that he had managed to get away by jumping from the balcony, however they got to Heshu instead.- He later pleaded guilty for the murder of Heshu, however he was given a shorter sentence as the judge had said they needed to consider his culture for the tariff. Discuss this with the group, asking them how it makes them feel. Highlight that there is never a justification for abuse/violence/murder and culture should never be used to try to justify this.- Psychologists visited Heshu’s father in prison a year later and had asked him what he would do now if Heshu was alive and he found out she had a boyfriend. He replied, “I will kill her again”. This highlights that there is no remorse for the victims of “Honour” Based Violence.	<p>Shafilea Ahmed:</p> <ul style="list-style-type: none">- Shafilea was murdered by her mother and father for becoming ‘too westernised’.- She was suffocated with a plastic bag in front of her siblings, as a threat that the same thing would happen to them if they ‘stepped out of line’.- However, this time, unlike in Heshu’s case, the court did not try to justify the killing. Both parents were sentenced to 25 years in prison. <p>Rania Alayed:</p> <ul style="list-style-type: none">- Rania was murdered in 2013 by her husband Ahmed Al-Khatib for becoming ‘too westernised’.- He then wore her jeans and headscarf and went to their local shopping centre to be captured on CCTV pretending to be Rania.- He sent text messages to Rania’s family and friends in a bid to convince them that she was still alive.- Ahmed Al-Khatib and two of his brothers drove Rania’s body from Manchester to Yorkshire where they disposed of it.- Ahmed Al-Khatib was jailed for 20 years.

Banaz Mahmud:

- Banaz Mahmud's case shows how the harmful practices are all interlinked.
 - It is said that at a young age, Banaz had undergone Female Genital Mutilation in Iraqi Kurdistan.
 - She then came to The UK with her family, and at the age of 17 she was forced into a marriage.
 - Her husband was very abusive towards her and Banaz had left him on several occasions, but she was told by her family that she should go back to him and try to be a better wife.
 - Banaz did as she was told and went back to her husband, however the abuse continued. After another few incidents of abuse, Banaz had had enough and asked for a divorce.
 - Banaz was imprisoned and beaten by her own family for getting a divorce, because that was seen as dishonourable in itself.
 - Later on, at a family event, Banaz met a man called Rahmat. Although they were both from the same community, the relationship was deemed unsuitable as he was from a different clan/tribe within the community.
 - Banaz was told by her uncle, Ari, to stay away from Rahmat. They tried to stay away from each other but got back together as they were in love.
 - Banaz and Rahmat were seen together outside Morden Underground Station in South London and were attacked. They managed to get away and reported this to the Police.
 - A 'family court' was held. This is a meeting which is held when the decision has been made to kill the girl. They will decide who will kill her, how they will kill her, where they will take the body to, and where the perpetrators will escape to. Banaz was told of this and she went to the police with a list of names of everyone involved in the family court, but unfortunately she was not believed.
On New Years Eve, Banaz was taken to her father's grandmother's house. She was given a bottle of brandy and was told to drink the contents and to watch television, making sure she didn't turn around to face the kitchen, where her father was. Banaz was from a Muslim family and had never drank alcohol before but she did as she was told. She heard footsteps coming towards her and turned around to see her father coming towards her wearing gloves and holding a bootlace. Banaz knew her father was going to attack her so she managed to run out of the house. Banaz punched through the neighbour's window, breaking it with hopes that the neighbour would call the police. Banaz continued running and ended up in a cafe, where she told the staff that people were trying to kill her. They called the police and paramedics, but unfortunately Banaz was not believed again. The police had labelled her a melodramatic, drunk attention seeker.
- Banaz was murdered in January 2006 by family associates, organised by her father and uncle. Her body was taken from South London to Birmingham where it was buried in a garden.
 - Banaz's body was found on 29th April 2006. An extensive investigation took place which ensured perpetrators involved in the murder of Banaz were imprisoned.

2.2.4 M2/ EXERCISE 3: FACTORS TO CONSIDER, PREVENTION AND PROTECTION

Action	Differentiation and discussion
Objective	Understand factors that are present and need to be considered when dealing with Gender Based Violence. Understand how one must go about preventing and protecting against Gender Based Violence.
Materials	Training Manual contents. Pen and paper if participants feel they want to take notes.
Duration	35 Minutes
Scenario	You can follow the slides for this section of the presentation. <ul style="list-style-type: none">• Discuss Forced Marriages and Arranged Marriages. It is important to highlight the difference between these and to highlight consent and duress. It is also useful to mention that the person involved should be able to say 'no' to an arranged marriage as many times as they want without feeling any pressure. If at any point the person feels under pressure to agree to a marriage then this no longer an arranged marriage and it is a forced marriage. An example would be, that the person considering marriage would be told that it is completely up to them whether they get married or not, however it is the parents dying wish to see them married. Although the person marrying has been given a choice, this is not a free choice as they are being pressured.• To encourage discussion, you can ask your group what they think of each slide before you show them the slide. E.g. you can ask why they think Forced Marriages happen. You can have a conversation around this, then add in any points that were not covered by going through the slide.• It is important to make sure that the group are fully aware that mediation is incredibly harmful and no information should ever be taken back to the family. Highlight that these types of crimes can escalate very quickly.

2.2.5 M2/ EXERCISE 4: DISCUSSIONS

Action	Discussions
Objective	Discussions, Questions & Answers, Reflections.
Materials	Training Manual contents. Pen and paper if participants feel they want to take notes.
Duration	20 Minutes
Scenario	<p>As this is a very heavy topic, it is very important to leave enough time for final reflection, along with time for Question and Answers. You can ask basic questions like 'have I covered everything you wanted to know?' or 'Is there anything you don't understand fully?'</p> <p>It is also beneficial to have time to reflect and discuss any thoughts. You can ask all participants to have a minute of silent thinking to bring forward any feelings and emotions they have about what was covered in the session. If they wish, they can share this with the group or they can speak to you at the end of the session to share their thoughts.</p>



3.1 BACKGROUND OVERVIEW

3.1.1 DEFINITION OF A STEREOTYPE

“An opinion, conviction, or scheme, which is widespread in a particular group, and concerns a social or cultural out-group.”

A stereotype – what is it for?

- Saves effort
- Gives a sense of worth, belonging, security
- Consolidates relationships of power

A stereotype – when does it appear?

- Lack of knowledge / experience
- Apparent inter-group differences
- A conflict situation

A stereotype – how does it work?

- All people = every person
- It is generally recognised
- It is resistant to change

Stereotype is defined as “a mind construct, usually common to members of some social group which relies on schematic and simplified perception of reality (social and cultural phenomena or some category of people)”. They often contain value judgments and are based on prejudice; they don’t draw on knowledge, are not flexible and resistant to changes. Stereotypes are the heritage from both the family upbringing and education system. Media plays a role in communicating and perpetuating of stereotypes.

Stereotypical Features Of Women

Emotional
Empathic
Caring
Sensitive
Tender
Openly expressing emotions
Polite
Tactful
Caring about appearance
Fearful
Weak
Not resilient to stress
Not self-reliant
Undecided
Dependent on others

Stereotypical Features Of Men

Rational
Logical
Responsible
Confident
Composed
Reserved in expressing emotions
Self-restrained
Self-assertive
Self-reliant
Independent
Courageous
Resilient
Strong
Aggressive
Prone to addictions

It follows from the above table that women are placed within home-associated features while men are associated with work and external actions. Male features are linked with power and domination, independence and action, while female with submission and dependence on others, which are connected further with motherhood and care. D. Pankowska draws attention to the fact that stereotypes of “femininity” evoke features usually attributed to children, who similar to women, need help, support and protection.

3.1.2 DIFFERENCES BETWEEN SEX AND GENDER

Gender based stereotypes are “well established beliefs as to the female and male characteristics and corresponding adequate roles” . Gender based stereotypes attribute individuals’ concrete features because of their sex (which is biological), male or female, without taking into consideration their individual features. They create expectations as to how men and women should behave, dress and be. Therefore, these stereotypes are simplified judgments and conceptions about the features and behaviours of individuals representing male or female gender, which are generally shared by the society.

3.1.3 CONSEQUENCES OF GENDER STEREOTYPES

Gender based stereotypes constitute one of the reasons for development barriers of boys and girls, men and women since they limit experience of the individual and may be harming and have negative impacts on the relationships between people¹. Stereotypes and stereotype-based prejudice like sexism² and sticking to the perception that whatever connects to male is more worthy, impact on violence against girls and women. The lower self-esteem of girls and women is the consequence of the acceptance of the perpetuation of the stereotypical image of women and men and preserving of the conception of the superiority of men over women in the education system’s content in school manuals³, media, literature and art to start with, through to every day behaviours allowing for the discriminatory behaviours⁴.

Additionally, stereotypes constitute a source of prejudice; they are used to justify discriminatory and hurting behaviours and are one of the reasons for all forms of violence⁵. In the most extreme form, prejudice based on gender stereotypes might take a form of misogyny i.e. hate and hostility towards women⁶.

Women who are victims of domestic violence very often “take” from family of origin stereotypes which allow violence and a type of relationship where a man is dominant and a woman submissive⁷. Therefore it may be concluded that the stereotypes which impact violence against girls and women are the ones that consolidate perception about subordinate, worse roles of girls and women in the society and also these which force girls and women to be submissive and passive and to subject themselves to men. These stereotypes also formulate expectations towards girls and women which strengthen and promote the position of passivity and submission⁸.

To conclude, the researchers note that gender-based stereotypes are the source of many violent behaviours and instances of all the forms of violence: physical verbal, psychological and sexual on all the levels.

These are among others:

- Perception about the essentialist definition of “masculinity” and “femininity”
- Belief in natural order and hierarchy of power in intimate relationships,
- Myth of biological basis for the domination of men over women (biological essentialism and androcentrism)
- Historical conditioning of gender assigned roles, tradition, which requires from women to be submissive and subordinate
- Objectification and sexualisation of women
- Social tolerance for men demonstrating domination and using violence towards persons who are considered vulnerable: women and men who don’t aspire to dominating masculinity and all younger and less capable

¹ M. Chomczyńska-Rubacha, *Płeć i rodzaj w edukacji [Sex and gender in education]*, Wyższa Szkoła Humanistyczno-Ekonomiczna [University of Humanities and Economics], Łódź 2004, p. 27.

² D. Pankowska, *Wychowanie a role płciowe [Family upbringing versus gender roles]*, Gdańskie Wydawnictwo Psychologiczne, Gdańsk 2005, p. 125.

³ *Idem*, p. 125.

⁴ *Idem*, p. 129

⁵ I. Chmura-Rutkowska, *Przemoc rówieśnicza w gimnazjum a płeć. Konteksty społeczno-kulturowe [Peer violence in junior high school. Socio-cultural context]*, Uniwersytet im. Adama Mickiewicza [Adam Mickiewicz University], Poznań 2012, p. 79.

⁶ D. Gilmore, *Mizoginy*, Wydawnictwo Literackie, Kraków 2003, p. 22.

⁷ J. Mazur, *Przemoc w rodzinie. Teoria i rzeczywistość [Family violence. Theory and reality]*, Wydawnictwo Akademickie „Żak”, Warszawa 2002, p. 113 p. 27.

⁸ E. Charzyńska, *Stereotypy płci a przemoc domowa [Gender based stereotypes versus domestic violence] [w:] [in:] Niebieska Linia. Dwumiesięcznik poświęcony problematyce przemocy, nr 6/2007. [Blue Line. Bimonthly periodical on domestic violence, no 6/2007].*

3.2.1 M3/ EXERCISE 1: EXERCISE: “I LOVE IRONING AND DRIVING FAST CARS”

Action	Warm up
Objective	Group integration / memorising names / introducing the subject of gender stereotypes.
Materials	Adhesive tape, a marker pen.
Duration	15 Minutes
Scenario 1	Invite everybody to sit in a circle. Ask everyone in the group to introduce themselves and to name three things: something typical of my gender, that I enjoy doing; something typical of my gender, that I don't like doing; and something untypical of my gender that I enjoy doing. Start with yourself. After the presentation, each person writes her name on a piece of tape and sticks it to her clothes.
Scenario 2	Instructors present the premises and the objectives of the project, the objectives of the workshop and the principles of participation (5 most important ones). We suggest they include: cooperation, activity, the I-message, respect for diversity. If the participants wish to propose their own principles, we add them to the contract. All the principles are written down on a flipchart and hung in a visible place.

3.2.2 M3/ EXERCISE 2: STEREOTYPICAL THINKING

Action	Reflection and understanding
Objective	Introducing the subject of stereotypes / explaining the mechanisms of stereotype creation / understanding those mechanisms.
Materials	Worksheet number 1, pens, flipchart, marker pens.
Duration	30 minutes (15 minutes - work in groups + 15 minutes - discussion)
Scenario	The instructors divide the participants into groups of four. Next, they provide the groups with cards containing sentences (Worksheet number 1 “Stereotypical thinking”). The participants write down associations concerning people with certain characteristics or representing different social categories. Having finished, each group presents the results of their work to everybody. The instructors write down the most important thoughts on a flipchart and explain the mechanism leading to the creation of a stereotype:

3.2.3 M3/ EXERCISE 3: MECHANISM OF STEREOTYPE-CREATION

Action	Reflection and understanding
Objective	Explaining the phenomenon of stereotype creation / the mechanism of stereotyping / the circle of stereotyping (the chain of stereotyping and the vicious circle of stereotype).
Materials	Worksheet number 2, Worksheet number 3, flipchart, marker pens.
Duration	20 minutes (15 minutes - work in groups+ 5 minutes – summary)

Scenario Each participant receives a card with open-ended sentences to be completed (Worksheet number 2). After the cards are collected and shuffled, one person reads the answers out loud, and another, together with the participants and the instructors, groups them into categories (characteristics, roles etc.) on a flipchart. The participants consider what sorts of messages concerning being a “real woman” come from the family, the school, friends. Next, the participants discuss, on the basis of the listed characteristics, what an “ideal woman” ought to be like. Do they know a woman who fulfils all the requirements?

Opportunities for further discussion

The issues for a moderated discussion aimed at explaining the mechanism of stereotyping / the wheel of stereotyping (the chain of stereotyping and the vicious circle of stereotype – worksheet number 3):

- have the participants ever encountered it?
- does it work everywhere, in every culture, social environment, does it depend on where you live, has stereotyping of certain groups decreased?
- what to do to avoid stereotyping, how to counteract it?

3.2.4 M3/ EXERCISE 4: TASKS AND DUTIES

Action **Exercising**

Objective The exercise is aimed at introducing the terms “sex” and “gender” and reflecting on the tasks traditionally ascribed to people of both genders, on gender stereotypes, their sources and the limitations they result in.

Materials Worksheets number 4, 5, 6, flipchart paper, marker pens, sheets with 0°, 50° and 100° written on them

Duration 20 minutes

Scenario The instructor places cards with temperature marks (worksheet number 5): 0° on one end of the room, 50 ° in the middle and 100° on the end of the room opposite to 0°. The instructor reads out statements (worksheet number 5), asking the participants to stand next to temperature cards, depending on whether the statement results from sex or gender. The instructor asks people standing on the “thermometer scale” why they picked that particular place. It is important to allow for discussion between the participants on the topic of differences between sex and gender. After the exercise, the instructors summarise it (worksheet number 6), emphasising the fact that gender changes in time, and depending on the culture - those characteristics are acquired.

3.2.5 M3/ EXERCISE 5: INFORMATION ON DATA

Action **Presentation by the instructors, discussion, brainstorming session**

Objective Presentation including statistical data on violence against women, the number of suicides among women and men, the gender pay gap, women and men in executive jobs, women and men in decision-making.

Materials Worksheets number 4, 5, 6, flipchart paper, marker pens, sheets with 0°, 50° and 100° written on them

Duration 20 minutes

Scenario The instructors discuss the presented statistics, which demonstrate that complying with norms and perceptions regarding gender roles has consequences. Women:

- often suffer from low self-esteem and lack of confidence,
- are viewed from the perspective of having or not having children,
- are seen as objects of male sexual desire,
- are dependent on their partners.

Next, the instructor asks the participants to name other consequences of perpetuating or sticking to stereotypical roles (brainstorming session).

3.2.6 M3/ EXERCISE 6: “I HAVE INFLUENCE!”

- Action** Reflection, thinking about resources
- Objective** Inducing positive thinking, increasing the sense of agency and capability to influence change.
- Materials** Paper, marker pens, glue, scissors, coloured paper etc.
- Duration** 30 minutes
- Scenario 1** The instructor asks the participants:
- what can empower you to live your life the way you want it?
 - what could make overcoming stereotypes easier?
 - how can we influence change?

Then the instructor divides the group into two sub-groups. The task is to create a mini educational campaign on overcoming stereotypes (it can be a slogan, a song, a poster, a TV spot). Groups present their ideas in front of everybody.

3.2.7 M3/ EXERCISE 7: “BALL OF YARN!” (CONNECTED BY A THREAD)

- Action** Reflection and evaluation
- Objective**
- recapitulation and evaluation of the workshop
 - encouraging the participants to reflect on the positive and negative aspects of the training
 - learning about the group’s opinions about the training
- Materials** Scissors, a large ball of yarn
- Duration** 15 minutes

- Scenario**
1. Ask the participants to sit in a circle.
 2. Explain that you are starting an evaluation session, during which everybody will be asked to answer two questions: how are you feeling right now? What have you gained from the meeting?
 3. Explain that only the person holding the ball of yarn can speak. This person ought to loosely wrap the yarn around her wrist. When she finishes, she passes the ball of yarn to the person on her left.
 4. Once all the participants have spoken, explain that this is the end of the meeting and that the group is now connected by what they have gained from the meeting.

Take the scissors and cut the yarn between subsequent participants, starting from yourself. Remember to tie the ends of yarn remaining on people’s wrists, so that it does not fall off. Prepare more yarn, to make sure you don’t run out. If the yarn runs out during the exercise, tie the yarn from the next ball to the old one.

3.2.7.1 M3/ WORKSHEET 1: WRITE DOWN YOUR FIRST ASSOCIATIONS

- Old people are.....
- Women are.....
- Men are.....
- Blonds are.....
- The Germans are.....
- The Poles are
- Female drivers are.....
- A person who does not want to have children is.....
- Obese people are
- People born in rich families are

3.2.7.2 M3/ WORKSHEET 2: GENDER STEREOTYPES

- **What is femininity associated with? What is masculinity associated with?**
- **What is expected of women? And of men?**
- **How can others react to people whose characteristics and behaviour differ from stereotypes?**

The woman is.....

A woman ought to be.....

The man is.....

A man ought to be



3.2.7.3 M3/ WORKSHEET 3: THE VICIOUS CIRCLE OF STEREOTYPE

5. In accordance with the expectations, the behaviour of women and men confirms the correctness of the desired image of femininity and masculinity. The vicious circle closes.



1. Tasks carried out by women and men are associated with particular psychological characteristics. Since women look after children, they are perceived as caring and delicate. Men are more often employed as managers, so they are associated with rationality, courage etc.

2. Those characteristics are interpreted as “natural”, rather than resulting from the character of tasks carried out by women and men, which reinforces the conviction that women are “made for” certain activities, and men are “made for” others.

4. Women and men, under the pressure of gender behavioral norms relating to both sexes, act according to social expectations, in order not to lose social approval and not to be seen as a misfit, someone strange, “abnormal”.

3. Expectations from women and men are extrapolated to other situations - in accordance with the characteristics attributed to them. The expectations become a norm - a point of reference.

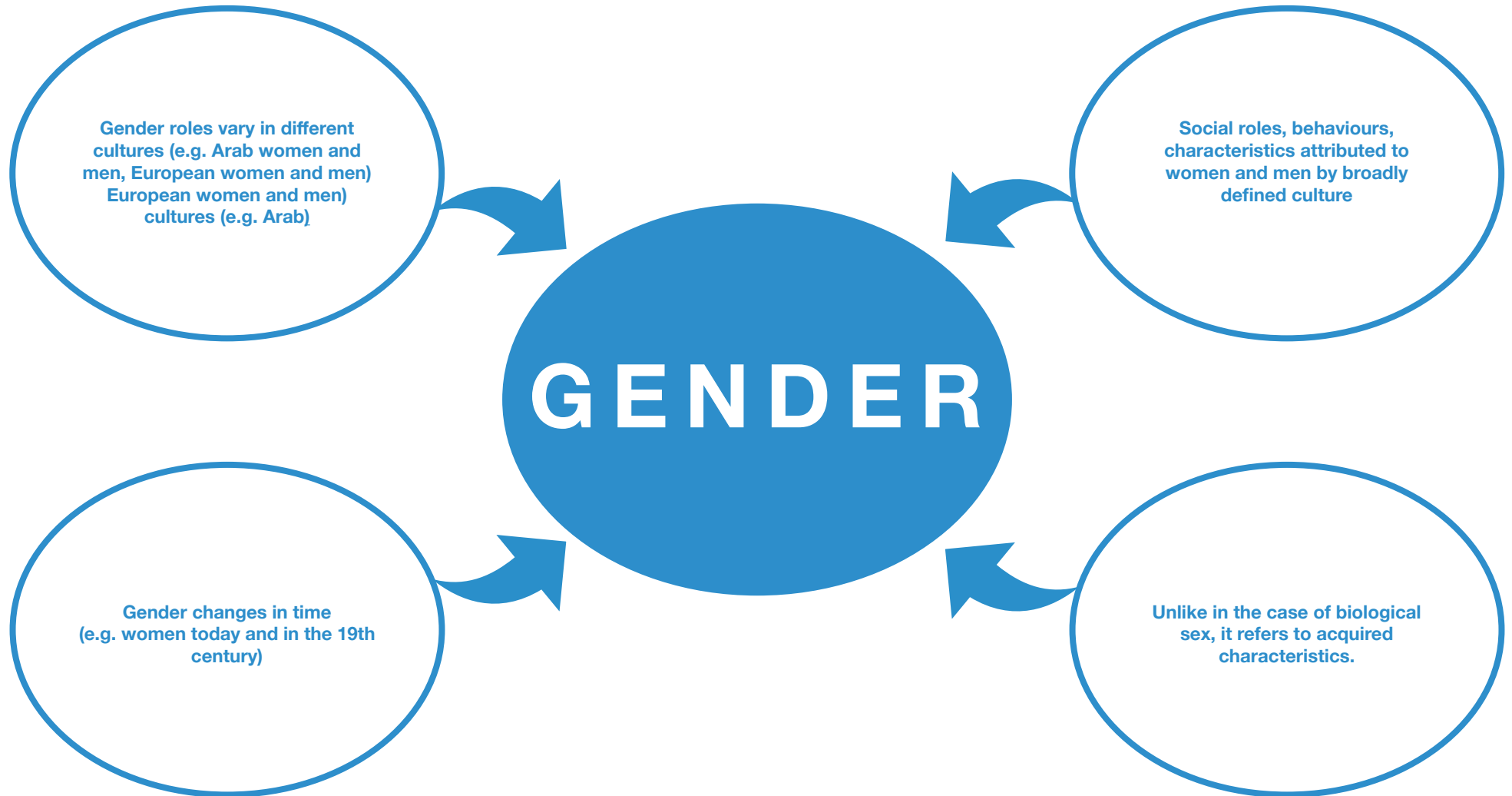
3.2.7.4 M3/ WORKSHEET 4: GENDER THERMOMETER

- Women give birth to children, men don't (s).
- Little girls are delicate, shy and timid, and boys are tough and brave (g).
- In many countries women earn 70% of what men earn (g).
- Raising children is the duty of women (g).
- Men make the most important decisions (g).
- Boys' voices break, girls don't (s).
- Women can breastfeed, men need a bottle to feed a baby (s).
- There are less women than men presidents, MPs, managers etc. (g)
- Supporting the family is the duty of men (g)

3.2.7.5 M3/ WORKSHEET 5: HOW MANY DEGREES?

Take a piece of paper and write down: and then????

- 0°
- 50°
- 100°



Self-esteem is a very important topic in the empowering process with immigrant women, because even when someone had no problems with self-esteem in the homeland, with the act of immigration many difficulties may make it hard to maintain proper self-esteem.

When we talk about self-esteem, we mean having a positive awareness of oneself and to appreciate one's own qualities.

For immigrant women it may be hard to experience themselves as autonomous women with a lot of (informal) qualifications and qualities due to language barriers, structural problems with asylum applications, with unemployment or a missing employment permit, or with further challenges such as isolation and missing opportunities for self-comprehension.

Another mechanism closely linked with self-esteem, which is important to train, is communication. When we talk about communication, we are not only meaning language, but also volume, speech melody, body language, countenance, gesticulation, touch and gap, movement, speed, clothes and other aspects which all have influence on our communication.

When being in contact with people from other backgrounds it may lead to an open discussion and reflection on cultural differences and also similarities for getting a better communication base. A lot of problems may be solved or even would not appear with a more sensitized way of communicating, which can be trained. Aims of this chapter are on the one hand to improve migrant women's self-esteem and on the other hand to sensitize them for different types of communication; especially a form of deescalating communication which is called Nonviolent Communication.

4.1 BACKGROUND KNOWLEDGE

4.1.1 THE FUNCTION OF SELF-ESTEEM

Evolutionary social psychology describes self-esteem as a psychological parameter that shows how strong somebody is integrated in a society and further, how valuable that person is for that society with the evolutionary function of saving humans from exclusion and violation.

With the focus on migrant women this shows once again, how important it is to apply this topic, as migrant women are often directly concerned by such exclusions.

Self-esteem depends also on other psychological constructs, like self-concept, social identity and personal identity. As we have learned gender stereotypes through socialization, we have also stereotypes of ourselves in different aspects of life with useful features, experiences of success and linked positive emotions. The broader this concept is, the better it is for the self-esteem.

As migrant women do not have the same opportunities of modelling their lives like other citizens, at least not from the beginning of their arrival in the host country, it is useful to empower them to work on their self-concept.

You will find exercises in this handbook, which are suitable for this aim.

4.1.2 MANIFESTATION OF SELF-ESTEEM

A good self-esteem is indicated by:

- A confident appearance with open sight, countenance, gesticulation and body language, like a straight back and a calm and stable footing
- Confident behaviour, like having eye contact and sure-footed approaching to others
- Personal success, like job-related, sporty, artistic or other personal reached goals
- Positive health behaviour, like hygienic, body movement, a varied and healthy diet and relaxation such as self-chosen phases of regeneration
- Assertiveness, like insisting on one's own principles and achieving compromises in conflicts
- Positive relationships, inside and also outside the family

As most psychological effect mechanisms work reciprocally, there are many aspects to work with to raise self-esteem of migrant women, but it should not be forgotten to reduce those factors that harm the self-esteem of women generally, like violence, racism and discrimination, being caught in negative gender roles, job-related or family-related stress like conflicts, addictiveness or adverse living situations. For this reason it is important to have a good network of information centres, consulting and other offers of help.

4.1.3 SELF-ESTEEM RAISING STRATEGIES

We have already mentioned the importance of reflecting one's own self-concept and to worship one's features, successes and qualities, which would be called a top-down process. Then there can be trained a self-confident body language and communication, which would improve self-esteem in a bottom-up process.

There should exist a supportive structure to reduce all the vulnerability factors for violence, that migrant women may be concerned of and the peer leaders should have an overview of that structure to competently advice women in their workshops.

In the process of raising self-esteem, women themselves may have ideas about what is helpful for them in terms of mental, psychological, physical, social, society concerned or even transcendental activities and respective strategies; some examples are listed here:

- Mental Strategies: learn something new, a new language, an instrument, or engage in a point of interest; make positive affirmations, set goals, produce new ideas etc.
- Psychological Strategies: seek help and therapy, look for competent dialog partners, visit groups for self-help, reduce stress, aim for good sleep, undertake relaxation exercises, appreciate yourself etc.
- Physical Strategies: do sports, go to the gym, go to doctors, if concerned about being overweight start losing weight, eat healthy food, reach physical goals, go to hairdresser etc.
- Social: meet new people, like in a sports group, in the park, in doing a hobby, visit mother-child groups, go to a language course, improve relations at home like spending productive time with your partner alone, with your daughter/son alone etc.
- Society Concerned: engage in issues of environment/feminism/education/ elderly people and so on by being active in an association, a club, a hospital, a home etc.

With this information, the next step, is to set goals. Reaching goals means to have personal success and it is an important part of every empowering process. But there must be care and awareness in the definition of goals so that they can certainly be reached.

4.1.4 COMMUNICATION

Communication and self-esteem are tightly connected. Self-esteem is often expressed by body language and interaction. A high self-esteem is promoted in the expression of one's own feelings and needs, in perceiving on another's feelings and needs, in setting boundaries and in winning through. All these are competences of communication.

For this reason, difficulties in communication can influence self-esteem negatively, and they can act as destructive against themselves. As Paul Watzlawick said, one cannot not communicate, so it is important to consider, how communication works. There are for instance a meaning aspect and an interaction aspect in verbal messages, and this can lead to misunderstandings.

But that is only a small part of communication, as communication is not only language. It is also speech melody, volume, speed and expression, and also body language, mime, gestures, touch and gap and clothes, and probably much more. In all these facets can be cultural differences that can be interpreted variably depending on culture.

Reflecting that, in a group of migrant women with different nationalities and cultural backgrounds they will find a lot of examples. This can be very helpful in understanding each other better, in explaining oneself better and in confronting such facts openly and consciously.

After that, the next step is to examine how communication can work escalating and deescalating. Using generalisations like always or never, interpreting why somebody does or says something, and making allegations can be very escalating.

But there is an opposite form of communication, that acts to deescalate and connect. It is called Nonviolent Communication (Marshall Rosenberg) and will be explained on the following page.

Nonviolent Communication (NVC)

The NVC is a tool by which we can establish empathic relationships with ourselves and with others. It is a process that adapts to each situation and is constantly evolving (it is important to experiment with the procedure so that we can acquire good dexterity). One mechanism to achieve this is to “speak from the self”, from what I observe and feel by contacting ourselves and at the same time respecting the identity and attitude of the other person, without entering into assessments or interpretations (this would take us away among us, put ourselves on the defensive and seek external justifications for accusations received). It will help us to work out our own opinions, needs, desires and requests.

There is a four part process to communicate.

1. Observations

The first step is to explain what it is, that somebody sees, hears, remembers or imagines. This should be made completely free of evaluations. It is important to know, that the observation does not contribute to one's own well being.

The message could start with “When I see/hear etc. ... “

2. Feelings

The next step is to tell, how somebody feels. There can be sensations and emotions, but not thoughts or interpretations. This distinction can be very unfamiliar in the beginning, but over time- after constantly practicing- it gets easier and easier to name one's own feelings.

For instance, while “anger” and “tiredness” are real feelings, phrases like being or even “feeling cheated”, “overcharged” and so on are not feelings but interpretations, because they include that there must be somebody, who cheats or overcharges someone. Of course there can be also positive taken feelings and interpretations, which are also good examples for practicing NVC, but communicating about these is mostly not a source of conflicts.

We have received more education to orient our behaviour towards others than to be in contact with ourselves, so it is customary that we have a wider vocabulary when talking about other people than when we try to describe our own states of mind. Expressing our vulnerability can help resolve difficult conflicts or communication situations.

For help during the training, there is a list of feelings as well as a list of needs in the toolkit.

The above (see 1. Observations) started sentence can now be continued with “...I feel”.

3. Needs

In the third step, there should be clearly requested what would enrich somebody's life without demanding. It is a question of what somebody needs or values, rather than a preference or a concrete action, that causes the feelings.

Our feelings are the result of how we choose to take what others say and do and also from our own particular needs and expectations at that time. In front of any negative messages (whether verbal or not) we have four options in the way we receive it. One is to take it personally (affecting our self-esteem), the second is to blame our partner (we return the hit), the third is to become aware of our feelings and needs (express) and the fourth is to raise awareness of our feelings, done with respect to those of the other person in the terms in which she or he expresses them. This way we avoid criticism and with it, the defence or counterattack to be able to respond in a supportive way. The more directly we connect our own feelings and needs, the easier it will be for others to respond to them in a compassionate way.

For this it can be said “... because I need” or “because I value...”

4. Requests

In the last step, after revealing ones condition clearly and comprehensively, concrete actions that somebody would have liked to have taken can be asked, maybe with a start of request like “Would you be willing to...?”.

The more clearly we show ourselves with respect to what we expect from the other person, the more likely we are to meet our needs. That is why it is important to avoid abstract or general statements and formulate our requests in the form of concrete actions that others can take. We can also request a response from the other person to know if the other person has understood our words the way we want to be interpreted and if not, to be able to correct it.

This four step model should be explained and well-practiced with examples of own lives, because it takes time practicing to realise and understand the deescalating effect of that form of communication and to be able to use it in potentially escalating situations.

Through these tools, we will be able to obtain a relationship with the others based on empathy, since this is possible when we know to leave behind all the preconceived ideas that we can have regarding somebody. Empathy consists of the respectful understanding of what others are experiencing and focuses all of our attention on the message that is transmitting to us (that means giving the time and space necessary for the other person to fully express and feel understood). In this process it may be useful to repeat in our terms what we have understood from what we have been told, and give our interlocutor the opportunity to make corrections or to deepen in some aspects that they have revealed to us. To paraphrase is not to waste time, therefore, but rather the opposite since we consolidate the confidence necessary in the understanding of the message that is fundamental for a good understanding.

Acknowledging it with sincerity may project to the other person the empathy we need for ourselves. There are situations in which it is particularly difficult to exercise our empathy. One of them is when we have expressed our vulnerability, we expect an answer and we are responded to with silence. This would be a good time to express what we think our interlocutor would be thinking, and thus corroborate our perception. Whatever the response is, it is valuable information on how to direct our message (we usually receive a pleasant surprise since silence, in most cases, is a simple block, not necessarily negative).

It is also important to consider the relationship that we maintain with ourselves. That is, if we are inwardly violent towards ourselves, it is difficult for us to be truly compassionate toward others. That is why it is fundamental to learn from our behaviour and to evaluate the facts and situations that we encounter so that we can help ourselves to choose the most useful options. Energies as negative as shame and guilt impede us seriously enriching ourselves, addressing mistakes or improving our own lives or our relationships with others.

4.1.5 DISCRIMINATE IN LANGUAGE, BODY LANGUAGE AND BEHAVIOUR

The main form of communication between people is language, that, in addition to expressing our conception of the world and of society, is an instrument of change, of transfer of culture and knowledge. Through the word, we can manifest expressions of inequality in which the feminine gender is usually invisible and denounced. A use of equitable language would mean using the word in a way that does not imply discrimination against either sex.

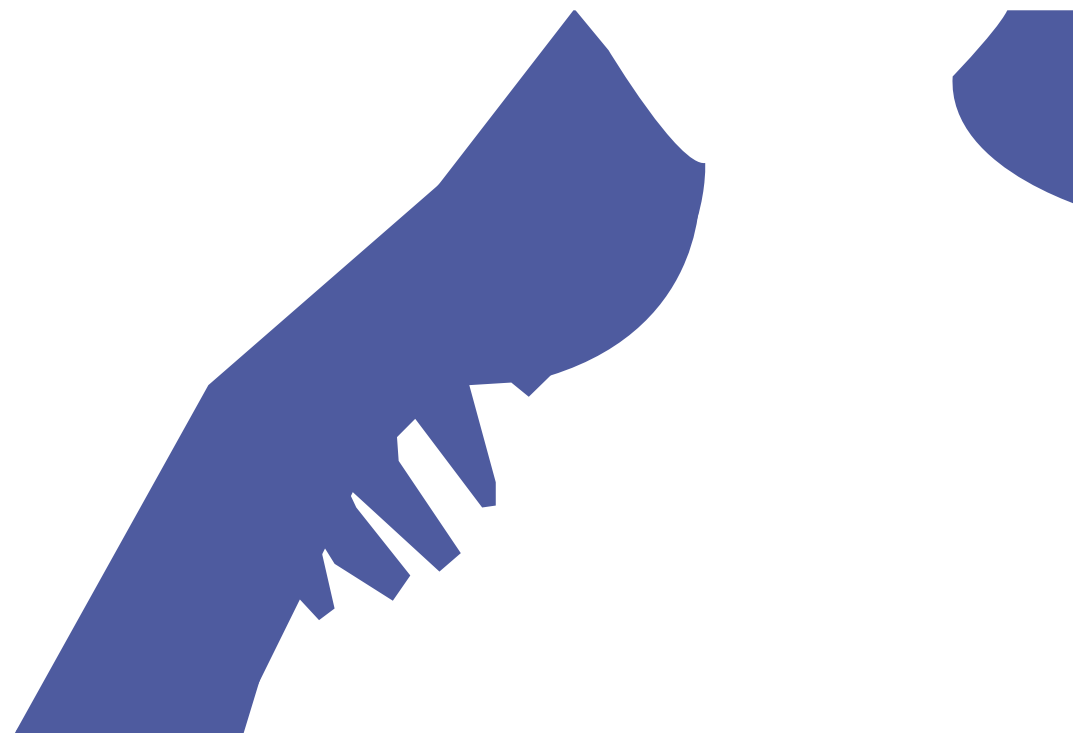
For this, we can take into account the following basic recommendations: hier könnte man eine mind card draus Machen, dann bekommt es die relevanz, die es verdient

- Words cannot mean anything different from what they name. The whole of humanity is made up of women and men, but in no case does the word “men” represent women. For the woman to be represented, it is necessary to name her. The masculine is masculine and not neutral, neither feminine nor generic. The feminine, therefore, is neither dependent nor subordinate of the masculine. This is translated into trying not to use the feminine for private or possession of women: “the wife of Peter”, as people do not own, as well as not use the masculine as universal and to name both sexes or to replace it with another neutral term: “person”, “citizenship”, etc.
- There are discriminatory asymmetries in the use of language such as the use of the surname (attributed only to the man, for the woman the name is reserved) or the use of the double treatment Miss / Mrs (single / married) without making this distinction in the case of the men.

4.1.6 BEHAVIORS

Another way of interacting is through non-verbal communication that can reflect underlying attitudes and feelings that, on many occasions, have more relevance than verbal transmission. We must take into account that in all communication processes, not only the words convey something but also the gestures, the look, the silences, the way we sit, the facial expressions, the tone ... we transmit a lot of nonverbal communication in our expressions: breathing, body movements, gestures, timbre, volume, intonation, body posture, etc.

Considering both ways in which we could express ourselves (verbal and non-verbal communication), there are different ways in which the existence of a harassment situation can be distinguished, taking into account the existence of different scales of gravity to which a person can be subjected: mild, severe, very serious and repetitive (in the case of mild) are described as situations of sexual harassment in the workplace, for example.



4.2 EXERCISES

4.2.1 M4/ EXERCISE 1: TREASURE CHEST

Action	Whole group work
Objective	Sensibilization, building a metaphor to see oneself as a great treasure
Materials	A chest, box or coffer with a mirror in it
Duration	10 minutes
Scenario	Sitting or standing in a circle, you explain that there is a very precious treasure in the chest, and everybody may have a look, but remain absolutely quiet and without showing or telling what it is. There will be different reactions, that can be discussed

4.2.2 M4/ EXERCISE 2: THE ROLES IN MY TREASURE CHEST

Action	Single Work
Objective	Reflecting one's own self concept
Materials	Paper, cards and pencils
Duration	15-20 minutes
Scenario	Every woman finds as many roles in her life as possible, like "girlfriend", "sister", "teacher", "volley baller", whatever. Then they mark the 3 roles they like best. These 3 roles are written on cards and for every role the women shall find 3 positive attributes. After that the roles can be shared and additional roles or attributes can be added by the group.

4.2.3 M4/ EXERCISE 3: RAISING SELF-ESTEEM

Action	Small group discussions
Objective	Finding own strategies and exchanging them with others to raise self-esteem
Materials	Posters, marker pens
Duration	30-40 minutes
Scenario	The women shall identify constructive and destructive things that influence their self-esteem and display them in the form of a poster. After that they shall present their results and discuss them with the whole group.

4.2.4 M4/ EXERCISE 5: LOVE LETTER

Action	Single Work
Objective	Appreciate oneself
Materials	Paper, pencils, maybe perfume and beautiful envelopes, maybe meditative music
Duration	15-20 minutes
Scenario	Every woman writes a letter to herself in the "you" form: why she is great, why they are thankful to her, what they want to give her or do with her in the future to be thankful and so on. Additional roles or attributes can be added by the group.

4.2.5 M4/ EXERCISE 6: COMMUNICATION IN THE CULTURAL CONTEXT

Action	Small Group Work
Objective	Sensibilizations for cultural communication characteristics
Materials	Cards and markers, maybe a pinup wall
Duration	15-20 minutes
Scenario	The women go together in groups and discuss differences between communication habits in their homeland and the country of residence. After that their conclusions can be shared in a plenum discussion.

4.2.6 M4/ EXERCISE 7: NONVIOLENT COMMUNICATION

Action	Single work connected with whole group work
Objective	Practicing the method of NVC
Materials	Paper and pencils
Duration	30 minutes
Scenario	After an introduction to the topic of NVC and giving some examples, each woman writes down an example from her own experiences regarding the 4-step model. These examples can be discussed and perhaps transformed in the whole group.



Sexual assault is a personal and destructive crime. Its effects on you and your loved ones can be psychological, emotional, and/ or physical. They can be brief in duration or last a very long time. It is important to remember that there is not one “normal” reaction to sexual assault. Therefore, your individual response will be different depending on your personal circumstances. In this section, we explain some of the more common effects that sexual assault victims may experience.

5.1 BACKGROUND KNOWLEDGE

5.1.1 PSYCHOLOGICAL CONSEQUENCES

The psychological consequences of sexual trauma among survivors have been widely studied, but research investigations continue, in part, because rates of violence against girls and women remain high. The National Violence Against Women Survey found that 18% of women reported experiencing a completed or attempted rape during their lifetime (Tjaden & Thoennes, 2000). More than half (54%) of the rape survivors that responded to the survey were younger than age 18 when they experienced their first attempted or completed rape. Ongoing research attention to mental health outcomes is also driven by evidence that survivors’ responses are largely complex and unique to each individual (Briere & Jordan, 2004).

Some individuals experience severe symptoms or long-term distress, whereas others do not (e.g., Kendall-Tackett, Williams, & Finkelhor, 1993). The diversity in outcomes may be attributed to characteristics of the violent acts, environmental conditions, survivor attributes, and availability of social support and resources. Another contributing factor is the use of different methodologies across research investigations. Although some individuals may be resilient to the negative effects of sexual trauma, it does not minimize the observation that for other women sexual victimization is the most devastating event they will experience.

5.1.2 DEPRESSION

There are many emotional and psychological reactions that victims of rape and sexual assault can experience. One of the most common of these is depression. The term “depression” can be confusing since many of the symptoms are experienced by people as normal reactions to events. At some point or another, everyone feels sad or “blue.” This also means that recognizing depression can be difficult since the symptoms can easily be attributed to other causes. These feelings are perfectly normal, especially during difficult times.

Depression becomes something more than just normal feelings of sadness when the symptoms last for more than two weeks. Therefore, if you experience five or more of the symptoms of depression over the course of two weeks you should consider talking to your doctor about what you are experiencing. The symptoms of depression may include:

- Prolonged sadness or unexplained crying spells
- Significant change in weight or appetite
- Loss of energy or persistent fatigue
- Significant change in sleep patterns (insomnia, sleeping too much, fitful sleep, etc.)
- Loss of interest and pleasure in activities previously enjoyed; social withdrawal
- Feelings of worthlessness, hopelessness or guilt
- Pessimism or indifference
- Unexplained aches and pains (headaches, stomach aches)
- Inability to concentrate, indecisiveness
- Irritability, worry, anger, agitation, or anxiety
- Thoughts of death or suicide

Depression can affect people of any age, gender, race, ethnicity, or religion. Depression is not a sign of weakness, and it is not something that someone can make him/herself “snap out of.”

Flashbacks

When memories of past traumas feel as if they are taking place in the current moment. These memories can take many forms: dreams, sounds, smells, images, body sensations, or overwhelming emotions. This re-experience of the trauma often seems to come from nowhere, and therefore blurs the lines between past and present, leaving the individual feeling anxious, scared, and/or powerless. It can also trigger any other emotions that were felt at the time of the trauma.

Some flashbacks are mild and brief, a passing moment, while others may be powerful and last a long time. Many times you may not even realize that you are having a flashback and may feel faint and/or dissociate (a mental process in which your thoughts and feelings may be separated from your immediate reality). If you realize you are in the middle of a flashback:

- **First, Get Grounded:** The first thing to do is sit up straight and put both feet on the floor. This will help you to feel grounded.
- **Be In the Present:** It can be helpful to remind yourself that the event you are reliving happened in the past and you are now in the present. The actual event is over, and you survived.
- **Breathing:** Try focusing on your breathing. One way to do that is to count to four as you breathe in. Count to four as you hold that breath and then count to four as you exhale. If you do this and keep repeating it, you may find that you can become calmer and can be in the present.
- **Pay Attention to Surroundings:** Another way to help yourself feel like you are in the present is to pay attention to your surroundings. What is the light in the room like right now? Touch something around you that is grounded like a table or a chair. What does it feel like? Can you smell anything? Do you hear any sounds?
- **Self-Soothing:** Are there things that normally make you feel safe and secure like wrapping a blanket around yourself or making some tea?
- **Normal:** Also, remember that it can take time to recover. You are not crazy. This is a normal reaction.
- **Take care of yourself:** Give yourself time to recover after a flashback. Reach out to loved ones or counsellors who will be supportive.

Rape Trauma

A common reaction to rape or sexual assault, it is a normal human reaction to an unnatural or extreme event. There are three phases to rape trauma:

- **Acute Phase:** occurs immediately after the assault and usually lasts a few days to several weeks. In this phase, you can have many reactions but they typically fall into three different categories:
 - **Expressed:** when you are openly emotional
 - **Controlled:** when you appear to be without emotion, and act as if “nothing happened” and “everything is fine”
 - **Shocked disbelief:** when you react with a strong sense of disorientation
- **Outward Adjustment Phase:** resume what appears to be your “normal” life, but inside you are still suffering from considerable turmoil. This phase has five primary coping techniques:
 - **Minimisation:** pretending that everything is fine or convincing yourself that “it could have been worse”
 - **Dramatisation:** you cannot stop talking about the assault and it dominates your life and identity
 - **Suppression:** you refuse to discuss the event and act as if it did not happen
 - **Explanation:** you analyse what happened, what you did and what the rapist was thinking/feeling
 - **Flight:** you try to escape the pain (moving, changing jobs, changing appearance, changing relationships, etc.)
- **Resolution Phase:** the assault is no longer the central focus of your life. While you may recognise that you will never forget the assault, the pain and negative outcomes lessen over time. Often you will begin to accept the rape as part of your life and choose to move on.

NOTE: This model assumes that you will take steps forward and backwards in your healing process and that while there are phases it is not a linear progression and will be different for every person.

Post-Traumatic Stress Disorder

A normal human reaction to an extreme or abnormal situation. Each person has a different threshold for what is perceived as a traumatic event. PTSD is not a rare or unusual occurrence, in fact, many people experience PTSD as a result of a traumatic experience such as rape or sexual assault. You may be experiencing PTSD if you have experienced the following symptoms for at least a month:

- Shown symptoms of intense horror, helplessness, or fear
- Experienced distressing memories of the event
- Regularly avoided things or triggers that remind you of the event
- Shown significant impairment or distress due to the event
- Shown at least two symptoms of increased arousal (sleep difficulties, difficulty concentrating, hyper vigilance, an exaggerated startle response, or irritability or outbursts of anger/ rage)

Pregnancy: because rape, just like consensual sex, can lead to pregnancy, it is important for female victims to be tested after an assault.

5.1.3 SEXUALLY TRANSMITTED INFECTIONS (STIS):

Victims of sexual violence are at risk of contracting sexually transmitted infections.

- If you went to the emergency room for a rape exam, you should have been offered preventive treatment (antibiotics) for sexually transmitted infections and given information about where to go for follow-up testing.
 - If you need more information about this, or did not receive preventive care, call us and we can help you figure out what resources are available.
- If you did not get medical care after your attack, it's still important to get tested for sexually transmitted infections, including HIV.
 - The Centers for Disease Control recommend follow-up testing two weeks after a sexual assault and blood tests to rule out HIV infection 6 weeks, 3 months and 6 months after an assault.
- If left untreated, STIs and HIV can cause major medical problems, so it's very important to get tested (and treated, if necessary) as soon as possible.

Suicide:

Some survivors of sexual assault may get so depressed that they think about ending their own life. Suicidal thoughts should be taken very seriously.

- If you or someone you know is having suicidal thoughts, please get help immediately.
- If you have already taken steps, or feel that you can't avoid harming yourself, call 112 or go to the nearest emergency room.
- If you are worried that a loved one is contemplating suicide, it's okay to ask them about it directly. Suicide experts say that asking someone about suicidal thoughts will not lead them to consider suicide if they're not already contemplating it.

Effects for Adult Survivors of Childhood Sexual Assault:

There are many reactions that survivors of rape and sexual assault can have. But for adult survivors of childhood sexual assault there are reactions that may either be different or stronger than for other survivors. These include:

- Setting limits/boundaries: because your personal boundaries were invaded at a young age by someone that was trusted and depended on, you may have trouble understanding that you have the right to control what happens to you.
- Memories/flashbacks.
- Anger: as a child, your anger was powerless and had little to no effect on the actions of your abuser. For this reason, you may not feel confident that your anger will be useful or helpful.
- Grieving/mourning: being abused as a child means the loss of many things: childhood experiences, trust, perceived innocence, and a normal relationship with family members (especially if the abuser was a family member). You must be allowed to name those losses, grieve them, and then move forward.
- Guilt/shame/blame: you may carry a lot of guilt because you may have experienced pleasure or because you did not try to stop the abuse. There may have been silence surrounding the abuse that led to feelings of shame. It is important to understand that it was the adult who abused his/her position of authority and should be held accountable, not you.

- Trust: learning to trust again may be very difficult for you.
- Coping skills: as a survivor of childhood sexual abuse, you may have developed skills in order to cope with the trauma. Some of these are healthy (possibly separating yourself from certain family members, seeking out counselling, etc.); some are not (drinking or drug abuse, promiscuous sexual activity, etc.).
- Self-esteem/isolation: low self-esteem is a result of all the negative messages you received and internalised from your abusers. And because entering into an intimate relationship involves trust, respect, love, and the ability to share, you may flee from intimacy or hold on too tightly for fear of losing the relationship.
- Sexuality: many survivors have to deal with the fact that their first sexual experience came as a result of sexual abuse. You may experience the return of body memories while engaging in a sexual activity with another person.

Body Memories:

When the memories of the abuse you experienced take the form of physical problems that cannot be explained by the usual means (medical examinations, etc.). These maladies are often called “psychosomatic symptoms” which does not, as many people think, mean that it is “in your head.” Rather, it means that the symptoms are due to the connection between the mind and the body. Physical problems that can come of these somatic memories include:

- Headaches, migraines
- Light headedness/dizziness
- Stomach difficulties
- Hot/cold flashes
- Grinding of teeth
- Sleep disorder

5.1.4 M5/ EXERCISE 1: PSYCHOLOGICAL CONSEQUENCES AND SYMPTOMS - PROBLEM SOLVING

Action	Small group work
Objective	Exercising learning until this moment
Materials	Paper, pens, flipcharts - for the participants
Duration	30 minutes, 10 minutes for the presentation of the groups, 15 minutes summarising
Scenario	The Trainer gives to the groups the topics; Depression, Flashbacks, Post-Traumatic Stress Disorder and Sexually Transmitted Infections (STIs). The participants have to give an example and how to solve the problem and how to support victims.

5.1.5 M5/ EXERCISE 1: SEXUALLY TRANSMITTED INFECTIONS (STIS) 1

Action	Small group work
Objective	Theory
Materials	Use the materials from the module
Duration	10 minutes
Scenario	The Trainer presents the topic by power point presentation. Questions should be asked by the participants. If not, the teacher should provide some questions to the students, e.g.: Please name some for reflection (if this is meant by you. Otherwise I would delete the exercise.

1.1 BACKGROUND KNOWLEDGE

6.1.1 THE MEANING OF “OWN BOUNDARIES”

Own Boundaries are two small words with huge meaning, especially for women who have been sexually harassed. Sometimes, women find it difficult to engage in their environment, to feel safe or to simply express themselves, as they fear a potential physical/sexual assault. Due to literature obtained on the internet and on academics' dissertations relevant to sexual harassment and sexual violence and optimised throughout the module, the reader will be able to approach with sensitivity the next pages and to better understand the problem. Most of the information narrated below comes from psychologists and experts' books on women who have experienced physical and emotional assault. They, too, provide exercises to better teach women their personal boundaries and the importance they have in their personal and social lives. The exercises have been chosen according to each section's theme and it is encouraged that they are implemented in groups and teams.

The section regarding “Empowerment” is reproduced from a former project “Opening Doors – Empowering immigrant women to end violence” coordinated by the Omega Association. The last section, which focuses on parenting, includes some advice from the psychologist Rachele Davis on how to teach children their own boundaries, the methods that should be avoided by parents while teaching and the bad habits that our society has followed through the years regarding the “social status” of the child. All information that has been included in this chapter has been chosen with attention and sensitivity to the importance of personal integrity.

Intimate, personal and public space

One aspect of proxemics has to do with how close we stand to others. The distance may vary based on cultural norms and the type of relationship existing between the parties. According to the science of proxemics and more specifically to Edward T. Hall (1966), the interpersonal distances of man are classified in four zones:

- Intimate distance for embracing, touching or whispering
 - Close phase – less than 6 inches (15 cm)
 - Far phase – 6 to 18 inches (15 to 46 cm)
- Personal distance for interactions among good friends or family
 - Close phase – 1.5 to 2.5 feet (46 to 76 cm)
 - Far phase – 2.5 to 4 feet (76 to 122 cm)

- Social distance for interactions among acquaintances
 - Close phase – 4 to 7 feet (1.2 to 2.1 m)
 - Far phase – 7 to 12 feet (2.1 to 3.7 m)
- Public distance used for public speaking
 - Close phase – 12 to 25 feet (3.7 to 7.6 m)
 - Far phase – 25 feet (7.6 m) or more

It should be noted, however, that appropriate distance is determined by a myriad of variables including the situation, the nature of the relationship, the topic of conversation, and the physical constraints which are present.

Body centred methods to feel one's own boundaries

Boundaries and borders are common words when referring to political geography as geographic limits of political entities, such as governments, sovereign states, federated states etc. Some borders, such as inter-state borders within the Schengen Area in Europe, are often open and completely unguarded. Other borders are partially and fully controlled. Speaking allegorically, some people tend to set, too, their own boundaries and control their body safety by not letting others approach them or touch them. Accordingly, there are some people who do not know how to set their boundaries or willingly let their body be unsecured.

Personal boundaries are a way of defining what is and is not ok for us. Everybody is different, and what is ok for one person is not necessarily ok for another. They help us separate our needs from the needs of other people.

Most of us are familiar with the concept of setting boundaries, but may not be aware of the different types of boundaries that we are able to set.

6.1.2 TYPES OF BOUNDARIES

Physical space

We all have different ideas about what physical contact is ok, and whom we allow into the space around our body. Some people love hugs and all kinds of physical contact. For other people, touch is something they would like to limit only to partners and loved ones. It is important to work out for yourself what kind of physical contact you are comfortable with for each person in your life.

Personal space doesn't just apply to the space around your body – your home is also a part of your personal space.

Privacy

We all have different ideas about privacy, and how safe we feel sharing information about ourselves. Some people think nothing of having their photos, journals, addresses and phone numbers online. Other people like to keep their personal information more private.

This does not just apply to places like facebook or twitter – different people feel comfortable sharing different levels of information with their friends, family and partners. It's important that you know what information you feel comfortable sharing, and with whom.

Sensation

Boundaries of sensation tell us when we have reached our limit for a particular feeling. We all have different abilities to tolerate certain sensations. Some people love to go bungee jumping for the rush that it gives them. Other people find it difficult to sit through a scary movie. Some people's idea of a good meal is a spicy Laksa, whereas other people can't tolerate the smallest amount of pepper on their food.

Any physical sensation you can think of like temperature, pain, pleasure, noise etc. has a level at which it will quickly become unbearable. This applies to emotions as well - how long can you tolerate arguing with your partner before you need some time to cool off?

Time

Each of us has only a limited amount of time in any given day. It is important that we set boundaries about the amount of time that we spend with a particular people, or on a particular activity or problem. If you are spending all of your time at work, or all of your time out partying your life will quickly begin to tip out of balance. Similarly, if you are spending all of your time focusing on a particular problem or worrying about "what if", it ceases to be useful and can become problematic.

Commitment

Each of us also has a limited amount of activities that we can commit to. It is useful to have some flexibility based about what you do each day, based on how important various activities are to you. You might commit to doing half an hour of walking every day – as long as it's not raining, as long as it's not too hot, or as long as there's nothing good on TV. This can be totally appropriate (if you are already doing other exercise during the week) or not appropriate (if you had told your friend you would meet them at the park for a walk, rain, hail or shine). Either way, it is important to be clear in yourself and with other people how committed you are to the activities you engage in.

6.1.3 EMPOWERING WOMEN TO HANDLE WITH POSSIBLE BORDER VIOLATIONS

Defense

The word defense in the context of aggression and violence prevention describes how and with which methods one can ward off the attacker. Self-defence is judicially permitted to parry an illegal attack or protect oneself against any imminent danger.

The self-defense method called "Drehungen" (twistings) conveys information and methods to keep one free from all kinds of harassment. It also describes skills to defend and solve relatively harmless, verbal attacks but also physically brutal onslaughts.

Fear

Fear is a distressing negative sensation induced by a perceived threat. It is a basic survival mechanism occurring in response to a specific stimulus such as pain or the threat of danger. Fear is apparently a universal emotion; every human being, consciously or unconsciously, has fears of some confront or flee from it (also known as the fight-or-flight response).

Fear-Reaction

Strong feelings like fear or intimidation are caused by the release of adrenalin, which lead to physical reactions. The body is activated and is ready to flee or to fight.

The Energy deports are activated by adrenalin which causes:

- Blood pressure rising
- Heart-frequency rising
- The pulmonary system widens to get more oxygen to the lungs
- Fat-depots are activated to provide more energy
- The intestines activity is reduced
- Blood sugar rises (provides more energy)
- Sweating
- Pupils widen
- Saliva in the mouth reduces

6.1.4 POSITION OF VICTIMS AND PERPETRATORS

Discussion on topics like aggression and violence often raises the question on the position of the victims and perpetrators. Experiments using videos showing different types of women, was carried out with sex crime perpetrators in 200 prisons in the United States. The experiment showed that all the perpetrators responded when they saw the same type of woman, namely “easy victims”, in other words women who indicated fear and insecurity. The energy in a female body lies in the middle. The centre of energy and strength of a woman is where the womb is. In contrast, the centre of energy in a male body lies in level with the breast and therefore leading to an unstable posture. The energy centre in women lies at the intersection of the body axes and therefore leads a stable posture.

6.1.5 TIPS AND TRICKS OF SELF DEFENSE

If a woman feels that she is being followed or senses danger she could act as follows:

Regarding the supposed perpetrator

- Stop walking or walk towards the person
- Speak to the person directly and ask what the matter is
- Change direction or call someone on a mobile phone

Using “weapons”

- Use what is available; bunch of keys, mobile phone, handbag, book,...
- Use an alarm; whistle or pepper spray is allowed
- Pepper-spray, pepper-gel etc. has to be used with caution as it can be snatched away and used against the victim

Using alarm signals

Whistle or use other objects that make loud noises.

Screaming

Scream saying POLICE or FIRE! This alerts other people on the street or in nearby houses. This could also scare the perpetrator away.

Be prepared

When walking through an area, which is known to be dangerous it is useful to be mentally prepared and alert.

Call somebody

If there is a feeling of insecurity, call a friend and talk to him/her the whole way, tell him/her where you are and to which place you are heading. If something happens he/she will know where you are and can call the police...

Be connected

Fix a time and a place with the people you aim to meet so that they know when you should be there and can look for you when you do not show up.

6.1.6 FINDING METHODS TO GET OUT OF UNPLEASANT OR DANGEROUS SITUATIONS

Unfortunately, many violent situations are a case of being in the wrong place at the wrong time – but there are ways that we can avoid ending up in a dangerous situation. The Injury Control Council of WA (ICCWA) recently conducted a research project called “OUR SPACE, SAFE PLACE”, which engaged young people aged 12-25 regarding their perceptions of safety in public spaces.

A total of 541 young people completed a formal survey to determine how safe they feel in different public spaces, locations and scenarios, which spaces were important to them, how often they used these community spaces, and which groups of people they thought did not feel welcome in the community. Young people were also asked about strategies to make themselves feel safer.

The most important thing we can do to avoid dangerous situations is to realise that they exist. We should not believe that bad things only happen to other people.

6.1.7 REPRESENTATIVE EXAMPLES

The following descriptions, while not all-inclusive, will help you understand the types of behaviour that are considered “conduct of a sexual nature” and that, if unwelcome, may constitute sexual harassment:

- **UNWANTED SEXUAL STATEMENTS:** Sexual or “dirty” jokes, comments on physical attributes, spreading rumours about or rating others as to sexual activity or performance, talking about one’s sexual activity in front of others and displaying or distributing sexually explicit drawings, pictures and/or written material. Unwanted sexual statements can be made in person, in writing, electronically (email, instant messaging, blogs, web pages, etc.) and otherwise.
- **UNWANTED PERSONAL ATTENTION:** Letters, telephone calls, visits, pressure for sexual favours, pressure for unnecessary personal interaction and pressure for dates where a sexual/romantic intent appears evident but remains unwanted.
- **UNWANTED PHYSICAL OR SEXUAL ADVANCES:** Touching, hugging, kissing, fondling, touching oneself sexually for others to view, sexual assault, intercourse or other sexual activity.

Examples

- (1) A tribunal found that an incident where a male employee “flicked the nipple” of a female employee was enough to prove that sexual harassment had taken place.
- (2) A tribunal found that while the most common understanding of sexual harassment is conduct such as making passes, soliciting sexual favours, sexual touching, etc., the definition of sexual harassment also includes conduct that denigrates a woman’s sexuality or vexatious conduct that is directed at a woman because of her sex.
- (3) A woman working at a coffee shop was asked out on a date by her employer on her second day at work. She declined the invitation. When her employer learned that she was a lesbian, his interest in her intensified and he tried to persuade her to have a heterosexual relationship with him. A human rights tribunal found that the employer’s conduct amounted to harassment because of sexual orientation as well as sexual harassment.
- (5) A professor or teacher makes an unwelcome sexual advance to a student and implies or explicitly makes it known that if she or he does not accept, she or he will likely not pass the course.
- (6) One worker demands sexual favours before sharing important job-related information with a colleague.
- (7) A tribunal found an employer’s repetitive use of terms of endearment such as “sweetheart,” “little lady,” “hun,” “sweetie” and “dear” to be “terms of diminishment,” and that, within the broader context of his other sexualised overtures, the use of these terms created a poisoned work environment and violated a woman’s right to be free from discrimination in employment.
- (8) When a co-worker ended a romantic relationship with him, a man showed intimate mobile phone photographs of her to several people in their workplace. His supervisor heard that other people had seen the pictures, but he did not see them himself, and chose not to intervene in what he saw as a personal matter – even though he had a legal duty to do so under the CODE.
- (9) A female police officer, who was also a bodybuilder, found vibrators, a urinal device and a soiled condom and sanitary napkin in her mailbox at work. She was also subjected to sexually explicit noises and materials.
- (10) An outspoken, high-performing woman in a male-dominated professional accounting office was denied partnership and told to learn how to “walk more femininely, talk more femininely, dress more femininely, wear make-up, have her hair styled, and wear jewellery.

Emphasising the meaning of respect for boundaries in parenting and its positive influence on a peaceful and non-violent civilization

According to psychologists Rachele Davis and Chiu Lau, it is very important to teach our children about body boundaries and what to do in situations that take them out of their comfort zone. It may seem trivial and petty however, planting the seed that our bodies belong to us and we have the final say of what we do with our bodies creates opportunities to (a) understand what healthy boundaries are and (b) how to enforce them. These are the seeds that ensure development of strong protective factors for children, which assist with keeping them safe.

Be sure that all of our body boundary conversations and lessons always finish on a positive note.

A body boundary is an invisible and personal set of rules that define what is a 'good' touch and a 'bad' touch and the types and amount of touching the child is comfortable with.

These boundaries are important because they help with defining the 'self'. Once we define our own boundaries, we may become more aware of our own rights and how we deserve to be treated by others. Over time, we may also develop a clearer picture of our own needs, desires and limits and when we may need to seek help. Clear boundaries also help us be aware of what we are responsible for and that it is important to know our own limitations. Ultimately, boundaries also give us choices and control over what happens to us and our bodies.

6.2 FIVE TIPS IN SETTING EFFECTIVE BODY BOUNDARIES WITH OUR CHILDREN:

1. Talk to our children about body boundaries and body safety

It is important to start this conversation early and begin teaching our children about body safety. This conversation could begin by introducing 'special' parts of your body (the parts covered by your swim suit) that should be kept private. Let's explain to our children that sometimes we need help with tasks related to our bodies such as bathing or seeing a doctor. A parent or doctor might sometimes touch those private parts to clean or check them to ensure they are healthy. A parent or Doctor should always ask for permission before their touch our private parts and tell us why e.g. "I am going to clean your bum now so that it is healthy. I am going to check your ear now to make sure it is clean."

It is important that we use the right words for body parts so that they learn that their private parts are just like their feet and legs. Use formal terms such as 'vagina' and 'penis' in conjunction with informal names for body parts they may hear while out of the home, such as, boobies for breasts. Utilize everyday moments for this conversation, such as, bath time, or when you are assisting your child to dress. Picture books can be another very helpful tool for teaching our children about the differences between boys and girls bodies and how they change as they grow into adults. We can ensure that this conversation is on-going with our children and continues to evolve appropriate to their developmental stage.

2. Demonstrate and model the respect for other children and adults

It is important to remember that our children watch and learn from us and our interactions with other people. This is why it is integral to be respectful of other adults and children and model good boundaries to our children. When children see their trusted adults yelling, screaming or getting physical with another person, we are teaching them that violence is an effective way to communicate and get what you want.

It is important to understand that there will be times when we feel rightfully upset with another adult in the presence of children. During these times, it becomes absolutely integral for us to deal with the conflict calmly with respect for the other person's thoughts, feelings and body. It will be important to remain aware of our facial expressions (try to keep them calm and neutral), body posture (relaxed, non-threatening) and tone of voice (calm, even tone and pace) during this time.

Let's model to our children that we never, ever use our bodies to hurt other people's bodies AND other people are NOT allowed to use their bodies to upset us either.

3. Talk to our children about personal space and privacy

Talking to our children about their own and other people's personal space and privacy is integral. It is important they understand that everyone is the boss of their own bodies and gets to make the choices about what they do with them. Our children need to be aware that they get to decide if and whom they share hugs and kisses with and if they would like someone to stop tickling them, they can do so immediately.

Parents and adults should not try to dictate these decisions for child, for example, whether or not they kiss Grandma our family friends hello/ goodnight. The child should be allowed to decide whether or not they would like to kiss, hug or high five someone else. We can say "You can do whatever feels most comfortable for you."

It is important, to avoid potentially offending relatives and friends, that our children be taught polite ways to say no, such as, "No thank you". We can also teach them to hold out their hand for a handshake or offer a high five instead. We can make our families aware that we are teaching our child basic personal safety skills about their body, including ways to navigate the offer of unwanted touches.

We need to be comfortable having a dialogue with our children about comfortable, uncomfortable and unwanted touches. Behaviours can be OK or not OK, depending on circumstances. Hence, it is important our child knows that a doctor, with mummy or daddy present, might need to check all of their body parts, not just the parts they feel comfortable sharing with the public.

We can also teach them that it is ok to accept a hug from a friend if they are comfortable with it but never from a stranger. A good rule of thumb is that any person should not touch a child's private parts unless it is to keep them clean (washing in bath) or keep them healthy (Doctor checking a child with parent present). Visual supports can be useful for the child in helping them understand these differences if they are little or if they present with a developmental or intellectual disability.

4. Talking to our children about the different types of people in their lives

It is important our children know how to distinguish close people in their young lives. In order to effectively teach this, we need to define different types of people for your child's life. This may include family (the people that live at home with me), extended family (the people that are family but do not live in my house, e.g. Grandma and Grandpa), Friends ("the people who care about me that I care about and know very well and trust"), Acquaintances ("the people whose name I know and I see occasionally" e.g. family friend), Teachers and helpers ("the people who teach me at school or help me with things" e.g. Classroom aid or sports coach), Servers (the people who work in shops serving customers) and strangers ("the people I don't know").

It can be useful to explain this using visuals and social stories to show our children the closest and the furthest people in their lives. Family should be closest and strangers should be the furthest away. We can ask our child about whom they believe falls into each category from their life. We can also ask them about what sort of behaviour they think is OK for each type of person, e.g. which people would be ok to kiss or hug and who should be trusted and who should not.

5. TEACH OUR CHILDREN HOW TO SAY "NO" TO OTHER CHILDREN AND ADULTS

It is important that children understand they are able to say "no thanks" to an offer of a hug or a kiss from both children and adults AND that they are not expected to always accept them. Teaching our child that they are able to say no can be very empowering for them as they begin to exercise and assert their wants, needs and desires to the rest of the world.

If a child is only taught to say "yes" and please others, this can increase their susceptibility to different forms of abuse. Imagine if the child is with an adult they do not feel comfortable with. We would hope that our child would feel confident enough to say "no" should they be invited to engage in activities that make them feel uncomfortable.

Social stories can also be useful for teaching our children to say no. Ask the child what would they do in each different situation and guide them on what would be the best course of action. These social stories should vary in the risk presented to the child. For example, if a stranger stops you in the street and asks you to go with them, what would you do? It is important our children learn that they are the ultimate authority over what happens to their bodies, hence, they have the right to say no at any point in time. This is something we'd want our teenage daughters to feel most comfortable doing, correct? Therefore, the seed of body ownership needs to be planted early.

We should, also, keep three notes:

Be sure that all of our body boundary conversations and lessons always finish on a positive note and that our children know that they are allowed to ask questions about anything.

Topics that include inappropriate touching can seem intimidating for adult and child. Let's ensure that we include that giving and receiving hugs and kisses from people we know and love can be wonderful. We do not want to teach our children that all touching is bad. Let's teach them about different types of touching and which are appropriate.

It is important to never shy away from a question from children, which may seem strange or challenging. Children may become embarrassed if we react negatively to their question and not ask any further questions. They should be encouraged to ask any all questions they have about their bodies and receive an answer without being made to feel uncomfortable about it.

6.3.1 M6/ EXERCISE 1: OWN BOUNDARIES || TRAINING OF SELF-PROTECTIVE BEHAVIOUR

Action	Personal Space
Objective	Intimate, personal & public space
Materials	Theory & exercise
Duration	20 minutes
Scenario 1	<p>The Trainer presents the theory and encourages/guides the participants to follow the exercise.</p> <p>The Trainer asks the participants to be separated into groups of two and stand approximately six inches or seven feet away from each other.</p> <p>Then gradually one should start moving towards the other to the first point where the other participant starts to feel uncomfortable.</p> <p>An approximate guess of the distance should be made.</p> <p>If there is time, the participants should try moving towards each other side to side instead of face to face, or from behind.</p>
Scenario 2	<p>The group is guided by a Trainer who gives the following instructions.</p> <p>The aim of this exercise is to perceive one's own boundaries and to mentally mark these limits. Girls and women stand in a room so that they have enough space around them.</p> <p>The eyes are closed or focussed on the ground.</p> <p>Each woman should conjure up a picture of a beautiful house which has a garden right around it. Each girl or woman has her own image of the garden and feels very secure in it. She can decide who is allowed to come in.</p>

The garden represents each woman's boundary between herself and the others. She alone decides who is allowed to cross this boundary line.

These exercises should also be practiced at home in front of a mirror, especially by women who are shy and introverted

6.3.2 M6/ EXERCISE 2: OWN BOUNDARIES || METHODS TO SET THEM

Action	Own boundaries:
Objective	Body centred methods to feel one's own boundaries. Exploring our own boundaries
Materials	Theory & exercise
Duration	30 minutes
Scenario 1	<p>The Trainer presents the theory and chooses one or some of the exercises.</p> <p>It is important to practice the skill of assertion and saying "no".</p> <p>The Trainer asks the participants to role-play with each other; participants ask each other for a kiss or a hug and have to practice saying "no thank you" in a firm and confident voice.</p> <p>Repeating this exercise will bring more confidence to each participant and of course the strength in their voices when they will say "no thank you" will be recognisable compared with the first time they implement the exercise.</p>

Scenario 2

In the central European context, the normal distance when shaking hands is around 60 cm. Distances that are more or less or regarded with scepticism. When this happens, a woman should be alert and observe how the interaction develops. The following exercises are meant to train each one to find out their own borders.

Say “no” and experience whether it is easy or difficult.

One woman walks up to another and tries to stop her with her tone of voice, gesture or glance.

One woman faces a whole group of women and repeats the former exercise. One woman sits with her back to the group and tries to sense negative impulses and then turns and tries to stop the group.

6.3.3 M6/ EXERCISE 3: SIGNALS OF BORDER VIOLATION

Action	Border Violation
Objective	Signals for border violation & empowering women to handle possible order violation
Materials	Theory & exercise
Duration	30 minutes
Scenario	The Trainer presents the theory and chooses one or some of the exercises. She/he can combine the theory and exercises so that there will be some time left.

6.3.4 M6/ EXERCISE 4: KNOWLEDGE SPREADING

Action	Leaflet distribution
Objective	Tips & tricks of self-defence & finding methods to get out of unpleasant or dangerous situations.
Materials	Leaflets for the participants (which they can take home)
Duration	2-3 minutes
Scenario	The Trainer gives the leaflets to the participants.

6.3.5 M6/ EXERCISE 5: COMMON CASES OF SEXUAL HARASSMENT

Action	Input and discussion
Objective	Representative examples of common cases concerning sexual harassment at the workplace and in public / Recognising sexual harassment in our daily lives
Materials	None.
Duration	20 minutes
Scenario	The Trainer gives some examples and they are discussed within the group.

Examples:

- A tribunal found that an incident where a male employee “flicked the nipple” of a female employee was enough to prove that sexual harassment had taken place.
- A tribunal found that while the most common understanding of sexual harassment is conduct such as making passes, soliciting sexual favours, sexual touching, etc., the definition of sexual harassment also includes conduct that denigrates a woman’s sexuality or vexatious conduct that is directed at a woman because of her sex.

- A woman working at a coffee shop was asked out on a date by her employer on her second day at work. She declined the invitation. When her employer learned that she was a lesbian, his interest in her intensified and he tried to persuade her to have a heterosexual relationship with him. A human rights tribunal found that the employer's conduct amounted to harassment because of sexual orientation as well as sexual harassment.
- A professor or teacher makes an unwelcome sexual advance to a student and implies or explicitly makes it known that if she or he does not accept, she or he will likely not pass the course.
- One worker demands sexual favours before sharing important job-related information with a colleague.
- A tribunal found an employer's repetitive use of terms of endearment such as "sweetheart," "little lady," "hun," "sweetie" and "dear" to be "terms of diminishment," and that, within the broader context of his other sexualized overtures, the use of these terms created a poisoned work environment and violated a woman's right to be free from discrimination in employment.
- When a co-worker ended a romantic relationship with him, a man showed intimate cell-phone photographs of her to several people in their workplace. His supervisor heard that other people had seen the pictures, but he did not see them himself, and chose not to intervene in what he saw as a personal matter – even though he had a legal duty to do so under the CODE.
- A female police officer, who was also a bodybuilder, found vibrators, a urinal device and a soiled condom and sanitary napkin in her mailbox at work. She was also subjected to sexually explicit noises and materials.
- An outspoken, high-performing woman in a male-dominated professional accounting office was denied partnership and told to learn how to "walk more femininely, talk more femininely, dress more femininely, wear make-up, have her hair styled, and wear jewellery.

6.3.6 M6/ EXERCISE 6: TEACHING THE BOUNDARIES TO YOUR CHILDREN

Action	Input and Discussion
Objective	Emphasising the meaning of respect for boundaries in parenting and its positive influence on a peaceful and non-violent civilization
Materials	Theory & Discussion
Duration	20 minutes (if necessary for the group)
Scenario	The Trainer gives some examples and they are discussed within the group.

6.3.7 M6/ EXERCISE 7: SELF-IMAGING

Action	Create a self-image defining your boundaries
Objective	Draw a boundary around you that feels like the right personal boundary to feel safe or more at ease
Materials	Magazines, images of people, outline of a person or figure, drawing materials
Duration	20 minutes (if necessary for the group)
Scenario	Guided Focusing (begin with grounding, centring, mindful breathing). Become aware of your body, where you are in this room and sense how much space you need between you and others to feel safe or to feel more relaxed. Glue a figure/ image representing yourself onto a sheet of paper. This may be a figure from a collage, a photo or an outline of a person. Using colours and shapes, draw a boundary around you that feels like the right personal boundary to feel safe or more at ease.

Tip This exercise is really useful for signals for border violation like emotions, body language and thought patterns:

1. Take a deep breath.
2. Remember a time when you felt very safe and respected. How does your body feel? Warm, relaxed, open? Each person is different. This is your body's "language" .
3. Take a deep breath.
4. Next, remember a time someone really crossed your boundaries in a big way (start tapping if you need to). How does your body feel now? Tension, closed, tight?
5. Take a deep breath.
6. Remember a situation where someone disrespected you on a more minor level. Maybe they were late and didn't bother to call, or took credit for some thing you did. Notice your body. These feelings are your body's way of communicating a quieter displeasure.
7. Practice these a few more times with different events to get more tuned to your body's language.
8. Think of a place you'd like to have better boundaries. Start simple.
 - a. Imagine yourself setting the boundary.
 - b. What do you think the person would say? If it's distressing, tap on the reaction you imagine.
 - c. Go back and start again.
 - d. Keep practicing until it feels good or at least neutral, no matter how "they" might react.
9. It is important to practice the skill of assertion and saying "no". Role play with your colleagues; ask them for a kiss or a hug and have them practice saying "no thank you" in a firm and confident voice.
10. Some social stories can also be useful for teaching saying no. Ask the person what they would do in each different situation and guide them on what would be the best course of action. These social stories should vary in the risk presented. For example, if a stranger stops you in the street and asks you to go with them, what would you do? It is important that they learn that they are the ultimate authority over what happens to their bodies, hence, they have the right to say no at any point in time.



NO!

6.4.1 M6/ MIND CARD 1: ADVICES IN TERMS OF BOUNDARIES

Before looking through some exercises, there is some useful advice we need to bear in mind.

1. Be very aware of the edge of your own energy field or the “bubble” (an arms length distance from your body).
2. Visualise, intend or think about creating a strong boundary there.
3. Pull all your energy back behind that boundary. Call all of your energy back to yourself.
4. Observe the situation from there. Do not cross your own boundary with your own energy. As soon as you go outside of yourself, you open that door (so to speak) and the energy from the other can then come in more easily.
5. Figure out what you’re really saying “yes” to
6. Resist the need to justify, explain and defend yourself.
7. Co-Dependents Anonymous recommends setting limits on what members will do to and for people and on what members will allow people to do to and for them, as part of their efforts to establish autonomy from being controlled by other people’s thoughts, feelings and problems.
8. Define the “special’ parts of your body (the parts covered by your swim suit).
9. Be respectful of other people and model good boundaries to them. When you are seen yelling, screaming or getting physical with another person, you are showing them that violence is an effective way to communicate and get what you want.
10. Remember that these situations below seem to surpass your boundaries
 - Unwanted physical contact
 - Accepting gifts we don’t want
 - “Giving” with the underlying intent to obligate
 - Being sexual before we’re ready
 - Pleasing others at our own expense
 - Letting others say what is right or wrong for us, or letting them tell us what we MUST feel or believe

6.4.2 M6/ MIND CARD 2: SIGNALS FOR BORDER VIOLATION

- When our boundaries are being ignored, or we’re not enforcing them, we may feel angry or resentful. We might also become disconnected or feel disempowered. You might feel like a victim or invisible, some people feel smothered or like they have nothing that is “theirs” or private.
- Other people ignoring our boundaries is NOT what causes us to get angry. We get angry when we do not gracefully and compassionately honour our own boundaries (whether with or without the other person’s cooperation). This is because our boundaries can only be as clear and as strong as our support for our own wants, limits, choices, and values.
- Learning to recognise and gracefully honour your boundaries (BEFORE your anger starts escalating) is an excellent anger-prevention tool, and an excellent way to also prevent fear, depression, or feelings of invasion!
- Our emotions are a guidance system. Emotional Freedom Techniques (EFT) can help to make sure that the guidance we are getting is not exaggerated by times in the past where we had boundaries, and we did not respect them (and neither did anyone else).
- If you find yourself angry, resentful or complaining- look for a boundary that needs to be set.
- Most people don’t recognise that resentment, fear, depression, anger, or becoming tyrannical are all clues that they have an unrecognised boundary.
- Developing the ability to recognise when a boundary is necessary if you are to begin moving into fuller integrity with yourself and into more authentic collaboration with others.

6.4.3 M6/ MIND CARD 3: TIPS FROM 12-15 YEARS OLD GIRLS TO OTHER GIRLS OF THIS AGE

- Always be aware of your surroundings. Know the way out should the need arise. Understand where you are and who is around you.
- Avoid isolated areas. If no one is around, no one can come to your aid if needed.
- Look the part. Even if you don't know where you are going, walk with purpose and your head held high to give the illusion that you do.
- Trust your instincts. Your intuition and senses are your best line of defence in avoiding a dangerous situation. If something doesn't feel right, get out of that situation before it escalates.
- Make sure you have your mobile phone with you, that it is charged and topped up with enough credit. Know how to call for help. Make sure emergency contact and useful numbers such as your parents and maybe a taxi company are programmed into your phone. This may be your best chance to get out of a deteriorating situation or a way to get assistance.
- Watch the company you keep. Try not to be alone with people that you either don't trust or you don't know. Stick together with your friends.
- Don't put both earplugs of your music device in your ears, particularly if you are walking or exercising alone. Leaving one ear free will allow you to stay more aware of your surrounds.



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