# SECTION A. CAPACITY-BUILDING OF OPERATORS

## A1. Theoretical and methodological framework

### 1.1. Gender-based violence

### International and EU framework: concepts and definitions

The fight against gender-based violence in Europe relies on a number of legislative efforts taken on an international level throughout the years starting with the 1979 United Nations Convention for the Elimination of all Forms of Discrimination against Women (CEDAW) and specifically recommendations 19 and 35 that state that discrimination against women as defined in article 1 of the Convention-includes gender-based violence and make detailed recommendations to State parties.

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

Specifically, the Declaration recognizes VAW as a human rights violation and states the recognition of a "universal application to women of the rights and principles with regard to equality, security, liberty, integrity and dignity of all human beings". The Declaration defines violence against women as:

> "any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life".

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

> "The term "violence against women" means any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or private life. Accordingly, violence against women encompasses but is not limited to the following:
>
> a. Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non- spousal violence and violence related to exploitation;

b.     Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced prostitution;

c.     Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs".

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

> "any act of gender-based violence, which results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion, or arbitrary deprivation of liberty, whether occurring in public or private life."

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

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

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

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

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

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

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

> "Violence that is directed against a person because of that person's gender, gender identity or gender expression or that affects persons of a particular gender disproportionately, is understood as gender-based violence. It may result in physical, sexual, emotional or psychological harm, or economic loss, to the victim. Gender-based violence is understood to be a form of discrimination and a violation of the fundamental freedoms of the victim and includes violence in close relationships, sexual violence (including rape, sexual assault and harassment), trafficking in human beings, slavery, and different forms of harmful practices, such as forced marriages, female genital mutilation and so-called honour crimes. Women victims of gender-based violence and their children often require special support and protection because of the high risk of secondary and repeat victimisation, of intimidation and of retaliation connected with such violence."

## What is gender-based violence?

The terms gender-based violence and violence against women are used interchangeably in literature, practice and policy. However, the term gender-based violence refers to violence directed against a person because of her or his gender and the expectations of their role in a society. Gender-based violence highlights the gender dimension of these types of acts; in other

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words, and according to UN Women, the relationship between females' subordinate status in society and their increased vulnerability to violence. Furthermore, violence against women affects women and girls disproportionately because of their gender and their biological sex. Therefore both terms are used interchangeably throughout the document.

Violence against women is rooted in a system of norms and practices that enable men to dominate and exert control over women.. Domestic violence is the most common form of violence against women and is an epidemic of global proportions, the consequences of which are catastrophic on the physical, emotional, economic and social welfare of women, children, families and societies all over the world.

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

A few steps have been taken at EU level in relation to the support of the victims such as the adoption of the directive 2012/29/EU establishing minimum standards on the rights, support and protection of victims of crime. The Directive states that:

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

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

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# Understanding intimate partner violence

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

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

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

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

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

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

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

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

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

# Economic abuse, economic independence and economic empowerment

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

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

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

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

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

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

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

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

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

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

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

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

## 1.2. Empowerment

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

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

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

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

The project also identifies three different dimensions of empowerment:

- **Social empowerment** is about changing society so that women's place within it is respected and recognised on the terms by which they want to live, not on terms dictated by others. A sense of autonomy and self-value is fundamental to be able to make choices independently – over sexual relationships, marriage, and having children. Valuing and respecting women is vital if they are to participate in politics, demand a fair return on their work and access public services such as health and education.

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- **Political empowerment** concerns equity of representation in political institutions and enhanced voice of the least vocal so that women engaged in making the decisions that affect their lives and the lives of others like them. They are able to speak about, as well as speak for, themselves, gaining a right to engage in the democratic process.
- **Economic empowerment** is about women's capacity to contribute to and benefit from economic activities on terms which recognise the value of their contribution, respect their dignity and make it possible for them to negotiate a fairer distribution of returns.

In feminist organizations, such as the anti-violence centers across Italy, the concept of empowerment is generally applied as a process of awareness-raising, developing autonomy and increasing the authority and power if women over their resources and the decisions that affect their lives.

Empowerment is also a process through which women strengthen their capacities, their role and autonomy and authority, as individuals and as a social group, to promote systemic change and transform relationships of subordination. It refers to a nonlinear process of transformation of power relations, questioning power as domination over the other ("power over") and promoting a new notion of shared power ("power with"), based on more democratic social relations. From a feminist and transformative perspective, it responds to the need to generate changes in power relations between the genders, modifying the power distribution in personal relationships as well as in social institutions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

## Sexual division of labour

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

The sexual division of labour constructs the feminine and masculine differently, leaving the sphere of the feminine to be the care of the family, the home and other unpaid activities, while it places the masculine in the public sphere, of paid work and decision-making with a social and political impact. In this way, the organization of society is constructed in a way that is discriminatory for women, because it places them in a situation of disadvantage and inequality with regards to that of men.

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## Care work

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

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

**What are the implications for women[1]?**

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

**What does this represent for the economy?**

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

## Double Shift

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

In Greece, in 2014, men spent on average 1 hour and 31 minutes doing household chores while women spent on average 4 hours and 36 minutes.

## The gender pay gap

According to the European Commission, the gender pay gap is the difference between the gross earnings of all working women and those of all working men. Based on the calculation of earnings per hour, women earn 16% less than men per hour in the EU, on average, i.e. around 2 months worked for free each year. If the calculation is made on the basis of annual earnings, the gap is wider (25-30%) because many women work part-time. The gender pay gap grows with age: older women earn less than men in the same age group. Having less money has long term implications: less money to save and invest and an EU average pension gap between men and women of the 39%.

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[1] Definitions are provided below.

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



Gender pay gap in unadjusted form in the EU and Member States (%). Source: Eurostat (2013) * 2010 data. ** 2012 data.

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

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

- Absence from the labour market: the so-called "inactivity", a concept which sociologist Margaret Maruani considers a "sociological aberration" (Maruani, 2002). This is due to higher rates of women's unemployment, participation in the informal economy, part-time and temporary jobs. With part-time work and career breaks to take care for children and dependents, they are less promoted, meaning that they earn less money.

- Discrimination, both direct (outright), an unfair treatment of women, and indirect (practices which appear as fair treatment, but in fact it is not because it affects women disproportionately (e.g. no part-time allowed in a specific company).

- Gender segregation in the labour market, both horizontal and vertical (see below).

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

Horizontal labour segregation refers to the "unequal distribution of men and women within a sector or between sectors" (Generalitat de Catalunya, 2008).
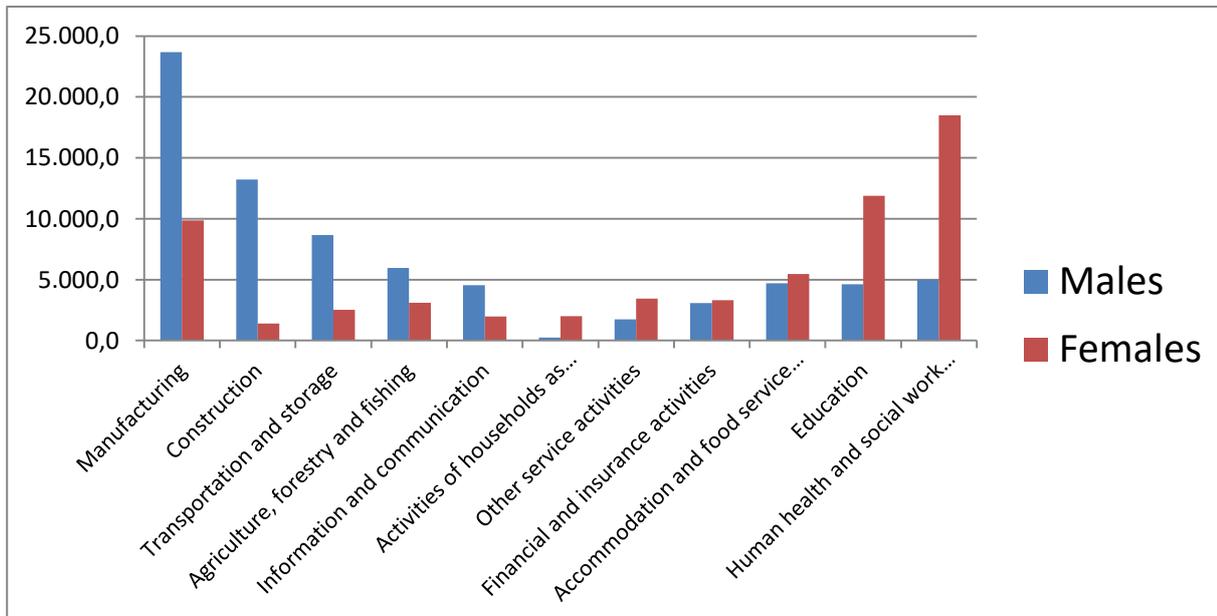


Labour Force Survey, 2015

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

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

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

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

Two terms are used to graphically describe the vertical segregation in the labour market. The most well-known is the "glass ceiling": invisible barriers or difficulties affecting women's access to power, decision-making and higher levels of responsibility, due to bias regarding their professional capacities.

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



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

Source: European Commission, Database on women and men in decision-making
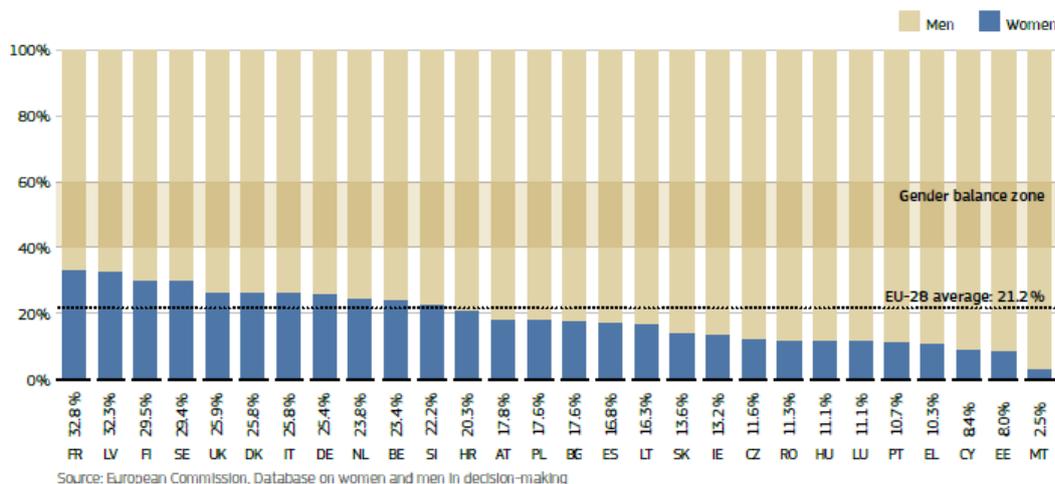
The second concept associated with vertical segregation is "sticky floor". It refers to the concentration of women in the lower occupation categories - jobs requiring fewer qualifications or those with worse salaries and most vulnerable conditions

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

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

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# 1.4. Job counselling in anti-violence centres

The economic empowerment of IPV survivors requires different skills and forms of engagement from social workers that may take them out of their comfort zones. The role of a job counsellor provides a kind of support distinct from any other. A counsellor will focus solely on an individual's situation with the kind of attention and commitment that the individual will rarely experience elsewhere. Consulting (coaching) supports general life situations, improving performance and creating desirable results in cases of job placement, special results in better competitiveness on the labour market. Therapy, on the other hand, normally focuses on specific, significant problems, e.g. trauma, mental illness, etc[2].

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

| Competence card | |
|---|---|
| Transfer skills and competences | Analysis and problem solving<br>Digital literacy<br>Information literacy<br>Communication (interviews)<br>Writing<br>Verbal expression, ability of expression<br>People motivation<br>Organizing and planning works<br>Personal development<br>Presentation skills<br>Flexibility in thinking (adaptability, flexibility, improvisation skills)<br>Independence<br>Team work<br>Creativity<br>Negotiation skills |
| Knowledge | Gender awareness<br>Career development of individuals in different stages of their life<br>Methods and techniques of career guidance<br>Basic of psychology of person, evolution, social and advisory psychology, working psychology, psycho – diagnostics, pedagogic and other human sciences<br>Labour market trends, information on education possibilities and opportunities for professional realization<br>Basic characteristics of occupations and its conditions<br>Available specialized services related to personal problems and social situation |
| Professional skills and competences | Analysis of needs of the client and determination of the schedule of the consultation process<br>Mapping of motivation, personal qualities and capabilities by means of tools of career assessment and self-assessment<br>Support of the self-knowledge of the client, decision – making process and development of skills for control of educational and professional path<br>Leading of individual and group consultation activities with pedagogical aspect<br>Identification of possibilities for development and educational needs of the client<br>Cooperation with key players in the area of education, employment and labour market |

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

## Quality Criteria and Standards for Job Counsellors

| Expert knowledge, skills and experience of the counsellor | |
| --- | --- |
| Quality Criteria | Quality standard |
| Theoretical grounds | The counsellor knows the basic legislation related to the area of employment and education. |
| Professional development | The counsellor monitors news in his/her field, participates in professional events and further education, in accordance with the current development continuously innovates his/her professional competence. |
| Information background | The counsellor knows providers of other expert services to be contacted or recommended to clients if necessary. The counsellor knows the overall situation and development of the labour market. The counsellor knows specifics of the labour market in regions or he/she is able to acquire sources of information on regional specialties of the labour market. He/she is able to acquire sources of information on regional specialties of the labour market. |
| Ethic principles | The counsellor can describe the basis of work with confidential and sensitive personal data, including the legislative framework. |

## Gender and entrepreneurship

The topic of female entrepreneurship has been largely neglected in society and in the social sciences. Women not only have lower participation rates in entrepreneurship than men, but they also generally choose to start and manage firms in different industries than men do. Such industries include, for example, education, retail and other service industries, and are often perceived as being less important to economic development and growth than manufacturing and technology. Also, policies and programmes tend to be "men streamed" and often do not take into account the specific needs of women entrepreneurs. As a consequence of this situation, equal opportunities between women and men in entrepreneurship are still not a reality. These aspects also impact women's access to finance: research across the EU demonstrates that gender roles hinder women's access to financial resources on an equal basis (Directorate general for internal policies policy department, 2015). For instance:

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

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**Social Entrepreneurship**

There a number of theories around the meaning of social entrepreneurship, but the goal of Social Enterprise (SE) remains untouched: *to create a positive impact on society.*

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

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

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

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

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

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

What motivates women to start a social enterprise?

The biggest motivator is the social element. Women are demonstrated as described: "feeling a personal calling towards social issues" and making a concrete change in their community. Another important motivating factor is the opportunity to being innovative and create new product that will have a direct impact on their communities.

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[3] www.socialplatform.org/news/european-womens-lobby-first-research-on-women-led-social-enterprise-in-europe-reveals-thriving-sector-untapped-potential/

[4] WeStart: Mapping Women Social Entrepreneurship in Europe: Synthesis Report: Women's Lobby

<u>What is there for women?</u>

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

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

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

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

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

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

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

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

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

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

1. Liberal adult education from the Northern Europe school (Folkuniversitetet centres in Sweden);

2. Reflect-action, a participatory methodology developed in development programmes in the South (developed by Action Aid);

3. Feminist empowerment paths based on competence development as developed by feminist organisations in Europe and the anti-violence centres in Italy.

## Liberal adult education as an approach to adult learning

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

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

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

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

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

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

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

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

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

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

*Most important characteristics of study circles:*

- The participation in study circles is voluntary; no one can be forced to take part.

- They are small group studies with normally 5-10 participants; the size allows every single participant to be an active participant.

- In most study circles participants meet once a week for two to three hours and continue to do so during two or three months

- The participants are equal, with the leader of the circle being as one of the group (that is the reason this is called a "study circle" because all are supposed to sit in a circle where each participant can see the other participants).

- The individual participants' own knowledge, experience and ideas are of outmost importance for the end result. You always try to apply what you read and to discuss with the participants your everyday situation.

- The participants together decide the goal for the studies, the content of the studies, which books to read, how to cooperate in the group etc. and the whole group is responsible for the outcome of the studies. No one outside the study circle is allowed to decide over the participants.

- The organisation of the study circles is flexible in order to meet the needs of the participants. The majority of the study circles take place in the evenings, when most people can join. But there are also quite a lot of study circles during daytime, mainly for unemployed or senior citizens.

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

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

# Reflect-action

## About Reflection-Action (R-A)

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

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

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

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

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

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

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

## Key principles

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

### *… power and voice*

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

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[6] The information included in this chapter are taken and adapted from the websites:
www.networkedtoolbox.com and www.reflect-action.org

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### *… a political process*

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

### *… a democratic space*

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

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

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

### *… grounded in existing knowledge*

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

### *… linking reflection and action*

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

### *… using participatory tools*

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

### *… power awareness*

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

*... coherence and self-organisation*

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

## How does it work?

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

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

## Risks in using participatory methodologies

Tools must be seen as a catalyst rather than a substitute for debate and the tools should never become an end in themselves. No tool or method is a substitute for good questions, and every tool can be undermined with bad questions. Indeed, all participatory tools can be distorted, manipulated or used in exploitative ways if used without sensitivity to power relationships. Open-ended questions can stimulate critical thinking and dialogue. It is important to listen carefully and to dig deeper, beyond the obvious responses, asking why and why and why again to find the root causes of problems. It will also be necessary to ask questions that may be uncomfortable, which explore power relations whether based on gender, class, caste, race, physical or intellectual ability, hierarchy, status, language or appearance. Good questions are timely and appropriate and get under the surface and explore structural issues.

## Profile of facilitator

A skilled facilitator is essential to the process

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

- Feels valued and supported.

Some key characteristics facilitators should have:

- Strong interpersonal communication skills.

- Ability to work in a team environment.

- Good communicator – active communication skills.

- Ability to solve conflicts.

- Ability to learn quickly and manage change.

- Be in possession of basic community/group facilitation skills.

- Knowledge and/or awareness of the principles of adult learning would be an advantage.

- Must be available for training.

### Women's rights

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

Why is gender so important? Analysing power imbalances and empowering marginalised people is central to Reflection-Action. Exploring gender inequalities is an essential aspect when looking at power. Gender relations and gender oppression were often side-lined in early Reflect projects and in other popular education programmes. Crucial questions about: power; access to, and control of resources; gender-based violence; and the sexual division of labour were overlooked. However, individual transformation is as important collective transformation, and this is particularly true when looking at gender.

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

# Empowerment paths: a feminist competence-based approach

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

- become aware of their right to have rights: identify situations of discrimination and subordination and the causes that generate them.

- recognize and value their interests and their own authority, acquiring self-confidence, subjective security and the legitimacy to be what they are.

- reinforce their capacities and initiate processes of change towards the acquisition of power at the individual level as well as a collective level.

Women's empowerment should be seen as a way in which women realize their place among others, their rights and the need to transform their situation and establish equality in human relationships, developing gender awareness.

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

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

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

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

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

**Key emotional competencies for life:**
1. Self-awareness: Awareness of own strengths and limitations, values, emotional opportunities, potential and future plans and the ability to talk about them.
2. Self-confidence: Identification of personal skills and abilities and assessment of their advantage in different life situations.
3. Autonomy in action: Independent and responsible decision-making and action in accordance with discretion while respecting the general rules.
4. Perseverance and resilience: Ability that allows for the development of a positive direction and to manage the transition process (at personal, work and social level). The situation of serious stress or particularly difficult or adverse living conditions can increase significantly the risk of failure. Thus, one can develop strategies to actively adapt oneself to such adverse conditions and moreover - to change the strategies.
5. Control of emotions: Recognize, interpret and manage emotions, both of one's self and others.
6. Negotiation and conflict resolution: Respect for different interests in a constructive and respectful manner.
7. Communication: The understanding, expression and interpretation of verbal, nonverbal and written messages, mobilizing the necessary skills, attitudes and knowledge to implement adequate interaction in accordance with the needs of the person and the requirements of the situation.
8. Critical thinking: This is the ability to think clearly, rationally and independently. A critical thinker is able to understand what the consequences will be relying on her knowledge and is aware of how to use the information to solve problems

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[7] Goleman, 1999

9. Teamwork and collaboration: Ability to integrate and participate fully in a group, working for the achievement of a common goal.

10. Ability to plan: Ability to imagine the near future; to identify one's interests and to plan a strategy to achieve them.

Some key aspects of this competence recognition process are:

- Individual exploration of one's past and the present, to work on expectations, motivations, values and beliefs, roles and patterns.

- Exploration of the environment, identifying the key elements of the context, obstacles and opportunities, analysing and proposing objectives of change.

- Retrieval of resources, identifying skills and personal competences acquired across life and professional experiences, to value them and build a realistic and positive image of oneself.

- Projecting the future, defining one's own vital and professional project as a strategy of projection, experimentation and decision making based on the skills and competences recovered and acquired in the process.

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

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

- Promote the awareness of gender discrimination, identifying the structural, social and cultural causes that generate it.

- Boost self-confidence ("self-power").

- Strengthen their position as protagonists of the processes they wish to implement.

- Identify and retrieve personal capacities and resources and developing basic resilience skills, based on the recognition of the personal learning that each contributes to its process.

- Define a vital and / or professional project by putting into play the personal resources that facilitate the initiation and sustain of a process in which vital changes are involved.

- Mobilize to identify interests and transform relationships as much as possible including personal relationships, collective and  social relationships that limit and perpetuate discrimination ("power to").

### The role of the facilitator

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

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

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

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

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

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

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

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

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

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

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

## Lobbying and advocacy for anti-violence centres

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

A prerequisite of building networks is a complete mapping of our needs, and a mapping of the relevant stakeholders with the specific skills that respond to our needs.

### Step 1: Mapping of needs

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

### Step 2: Analysis of needs

The identification of needs should be followed by an in-depth analysis of those needs. This is important in order to set our priorities and plan long-term actions that can help better respond to those needs in a structural way. For example, childcare is an issue that can entail different kinds of actions: a collaboration with a charity can be a short-term solution responding to our immediate needs of providing women with childcare services at low-cost or for free. In case there is no service provider that satisfies our needs in the area, we might need to fundraise in order to ensure we are able to respond to the childcare needs of the women we are supporting. In the case of absence of dedicated childcare services in our geographical area, we can also start a lobby action targeting the local government with the aim of ensuring more services in the long-term. Therefore, we can respond to one need in different ways depending on our current capacity and possibility to provide a short-term solution or a more structural, long-term solution.

### Step 3: Mapping of stakeholders

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

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

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

### Support services

with corporations: for fundraising and in-kind support

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

### Fundraising:

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

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

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*Advocacy:*

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

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

- **Women politicians might be more sensitive than men politicians to gender injustices**. This is neither a rule nor a gender stereotype. The fact that women face discrimination many times in their lifetime because they are women might lead to women politicians being more willing to engage in actions aiming at advancing women's rights. Moreover, as anti-violence centres you may prefer promoting women politicians as women's rights champions. In any case, invest your time in talking with the most sensitive and most influential person you can reach.

- **If a policy proposal is backed by different political parties it has much more possibilities to pass/be approved**. Therefore you shouldn't forget to sensitise different parties, even those you dislike or you don't share their values and principles. It has been evident that women create cross party coalitions and collaborate in order to promote women's rights and/ or other issues. As an alternative, you can select the most sensitive parties on women's rights and ask them to collaborate with other representatives from different parties to partner with them on the same requests.

- **Invest time in creating and systematising knowledge:** as anti-violence centres with long experience and expertise in your areas you are a key actor for influencing policies and bringing change in institutional practice and policies affecting the lives of women survivors of IPV, especially at local and regional level. Remember that you have specific knowledge and practical experience that institutions don't have but need to inform policies and laws. This knowledge and experience needs to be valued, and only you can value it properly. In itself, this knowledge doesn't bring change.

- **Bring numbers and analysis**: you have to show and clearly demonstrate the need for change in policy and laws. More often than not, change needs investment and in austerity times you need to be more convincing than before. If you don't have internal capacity to invest time and human resources in this activity, partner with entities able to support you in this process (expert volunteers, NGOs, research centres willing to study specific topics relating to gender-based violence, etc.).

- **Make reference to international conventions and commitments**: it can be a powerful tool to remind institutions of the commitments they took at the international level and the actions they are supposed to ensure/implement as duty-bearers (for instance the obligations following the ratification of an international convention, reaching minimum standards agreed at international level, etc.).

- **Ask them to come and visit your offices or establishment**: show them the problem, tell them a significant story of your work, and make them live the problem you are living. Don't forget politicians are targeted by many lobbyists, and some of them are more convincing and stronger than you.

- **Monitor and evaluate your actions**: write a report at the end of each year stating what you were able to achieve, what you were not able to achieve and what is needed at institutional level to improve your performance.

- **Communicate effectively:** partner with good and sensitive communicators are able to disseminate this knowledge and make it understandable also to non- technical/professional figures: don't take for granted that what is clear to you is clear for everybody. Your expertise, as anybody else's, is great but still limited. Remember also that if you are able to explain your knowledge and political requests in a clear and simple way you are more able to gain the favour of public opinion. And public opinion on your side is a powerful political tool.

- **Disseminate your policy requests broadly to policy-makers:** if you don't have much time for lobbying meetings, at least write lobby letters / emails for widely disseminate your political request. The higher the number, the higher the possibility to get in contact with sensitive persons. You never know this might bring more useful contacts and in the long term you could be more influential. These are some tips for effective lobby letters:

- **Never write a letter longer than one page:** Longer than that is useless. Be brave! Select 2 or 3 priority messages maximum you think are most important in that moment. You can always attach a report, article, or other documents for further information.

- **Structure the letter clearly:** a first paragraph to present yourselves and explain why you're writing the letter. A central paragraph explaining the issues you want to highlight (add a couple of meaningful data: they're effective in communicating an issue). A last paragraph suggesting an action for that person in that specific position: how can she/he bring change, contribute to solving the problem you're presenting? Close with a request for a meeting or saying you're at disposal for further information. Never go away from a lobby meeting and never close a lobby letter without a hint for a follow-up. Even those you're writing to disseminate your annual report.

- **Recall**: especially if your request is related to an urgent/upcoming political process, the day after call as many of your targets as possible to ask confirmation they have received your letter and asking for a reply to your meeting request. Sometimes this is the only way you can be sure they will read your email/letter.

- **Update your targets regularly**: you have to become a reference point on the issue for your target. Every time you publish a report or an article, or you are interviewed by a newspaper, disseminate it to your political targets. If you organise a public event, invite them.

- **Search for alliances outside the institutional arena**: lobby letter with more than one logo are usually more effective. If your request is shared by different organisations it's more credible. In that sense alliances with other AVCs in your area could be an effective strategy.

- **Campaign**: partner with organisations that can help you build campaigns. The more your request and your target is visible the better chances you have to be successful.

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

## Childcare: best practices

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

This is particularly relevant in contexts where public childcare facilities are missing or inadequate in number, and/or costs are so high that it is difficult for most of the women to access those services. Even though in 2002 common objectives for all EU Member State were set on the provision of formal childcare (namely to provide childcare to at least 33% of under-threes at least 90% of children between 3 years old and the mandatory school age), challenges persist especially in the provision of services for children under 3 years of age. The table below shows the percentage of

children attending childcare services in the EU Member State involved in the WE GO! project. Spain is the only country that has achieved the EU targets for both age groups. Italy has only reached the target for age group 3-5. Bulgaria and Greece are far below the EU target for both age groups.

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

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

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

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

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

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

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

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

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

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

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

1) From the budget of WCK, this covers the biggest amount of the operational costs

2) Regional Authorities, through the implementation of a project, which covers the stay of 7 children

3) Parents, the cases not belonging to vulnerable groups, such as women victims of violence. These women have always priority to be accepted as beneficiaries for their children and pay nothing.

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

Annual operational cost: 70.000 € (estimated)

**2. Day Nursery / Creche**

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

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

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

# Housing best practices

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

**Transitional accommodation – Municipality of Bologna**

| Intended users | People in conditions of social exclusion: <br> · Adults leaving prison or on temporary leave; <br> · Adults in disadvantageous social conditions; <br> · Single women with minor child; <br> · People just 18 or young people leaving assistance structures. |
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| Brief description of project | The "Don Paolo Serra Zanetti" Institute for Social Inclusion set up by the Municipality of Bologna with the inheritance left to it by Don Paolo Serra Zanetti, provides 9 dwellings for adults in conditions of exclusion. 2 are granted by the Poveri Vergognosi ASP, 7 are property of the Municipality of Bologna. |

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| | Associations for social promotion and voluntary associations – singly or jointly, regularly registered for at least six months in the list of Free Associations of the Municipality of Bologna under the Social-Welfare thematic Section – respond to a public call for tenders by presenting proposals for projects/initiatives intended for persons in conditions of social exclusion. <br><br> The project foresees assignment of: <br><br> ·    2 apartments to Associations presenting projects aimed at people with unforeseen need of short-term accommodation, up to six months (for example, citizens discharged from hospital or on temporary leave from prison who are unable to return to their own homes); <br><br> ·    7 apartments to Associations presenting projects aimed at people in need of a place of residence for longer-term social inclusion projects (18-24 months). <br><br> Each Association may got the assignment of a maximum of three apartments, even of different typologies (short- and long-term stay). <br><br> The Associations must: <br> ·    take part in a workgroup coordinated by the Institution; <br> ·    undertake activities of reception and accompaniment in the individual programmes aimed at users' labour and social integration; <br> ·    submit quarterly reports on the progress of the project (for assessment by the Institute for Social Inclusion, the Poveri Vergognosi ASP and Social Services representatives). |
| Description of the service | The project is currently being realized. As of now, the associations have been selected which will be granted free of charge the apartments within which they will set up personalized programmes aimed at guiding users towards full social, labour and housing integration. The associations will sign an agreement making the short-term-stay apartments available to them for 2 years and the longer-term-stay apartments for 4 years. <br> The apartments are 9 in all: 6 have already been handed over and 3 will be handed over during August 2009, in order to allow the Associations to furnish them and register service bills in their names (electricity, water and gas costs are borne by the Associations). Programmes will begin in the apartments during September. The Associations will identify beneficiaries of the programmes for insertion in the apartments. <br> The Associations will in their turn sign contracts with beneficiaries of the programmes in which they undertake to contribute to the costs of the apartments, respect the rules and complete their personalized programmes. |
| Activities | The Associations selected already have long experience in this field and they all have other apartments to utilize for first reception programmes. The persons who will use transitional accommodation are, therefore, persons who have already begun a programme with the associations and who will |

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| | benefit from a second, pre-autonomous, reception programme. This is a positive factor which will contribute to successful cohabitation (each apartment may house 2-3 persons) since the beneficiaries will have already shared a common programme in the first reception apartments. Stays are temporary and must allow a certain turnover. Chosen projects foresee all-round social integration programmes, with various stages according to users' needs and aimed at achievement of full autonomy for the person: from help in bureaucratic procedures and requests for documents to professional training and labour insertion programmes as well as support in the search for more permanent accommodation solutions. At the end of the programme, therefore, the person will be able to leave the place for a new user. |
| Results | Agreements have been made with the following selected associations:<br><br>·      "AVOC" will set up individual projects in the 2 short-term-stay apartments for adults leaving prison:<br><br>·    "Villaggio del fanciullo" will set up individual projects in 2 longer-term-stay apartments for Persons reaching the age of majority and other young persons leaving assistance structures;<br><br>·      "Casa delle Donne per non subire violenza" will set up individual projects in 2 longer-term-stay apartments for single women with minor child (or children);<br><br>·      "Mondo Donna" will set up individual projects in 2 longer-term-stay apartments for single women with minor child (or children);<br><br>·    "Associazione Don Paolo Serra Zanetti" will set up individual projects in 1 longer-term-stay apartment for adults in disadvantaged social conditions. |

## Project by the Municipality of Bologna for assisting Romany families in housing inclusion

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| Intended users | Immigrants, particularly Romanian Roma families, with children arriving in Bologna mainly from the city of Craiova and camping in an illegal shanty town along the River Reno. Some, after removal of the shanty town, had long been occupying, again illegally, a private structure, the "Ferrhotel". The Roma community's principal problem was to achieve an upstanding accommodation which would allow their children to attend school and adults to enter the labour market. |
| Brief description of the project | The Municipality of Bologna has set up an accommodation programme intended, in the first place, to deal with the emergency situation of receiving Romanian Roma. In 2005 two emergency structures, "Villa Salus" and "Residenza Sociale Temporanea Gandhi", were set up, to be followed be accommodation of the families in apartments.<br>*The structures* were intended for legally regular Romanian Roma people with a staying permit. As from 1 January 2007, with the entry of Romania in |

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| | the European Union, Romanian citizens no longer need a staying permit to enter and reside in Italian territory. The structures were run by the Municipality, involving various Municipal services (Security Sector, Social Service for Minors and Families, etc.), while services inside the structure were outsourced.<br><br>The criterion for access to the *apartments*, instead, was that at least one member of the family unit should have had a permanent work contract for at least 3-4 years. Support for Roma families in the transition from the structures to the apartments was entrusted to the "La piccola Carovana" Cooperative. ACER – Azienda Casa Emilia Romagna – deals with maintenance of the dwellings while the Poveri Vergognosi ASP sees to the social management of placement in the apartments. |
| Description of the service | Roma families with the necessary requisites have benefited from a programme accompanying their placement in accommodation. The Municipality of Bologna has entrusted this service to the "La piccola Carovana" Cooperative, while the Servizio Integrazione Interculturale [Intercultural Integration Service] of the Municipality deals with obtaining accommodation resources and planning the service. The apartments are not owned by the Municipality but have been found on the private market.<br><br>Roma families can remain in the apartments for 4 years, that is to say the length of the contract stipulated directly between the Municipality and the flat owners. 50% of the rent during these first 4 years is paid by the Roma families, the rest by the Municipality. |
| Activities | The programme accompanying placement in accommodation was planned to allow gradual social and dwelling inclusion for nomad groups, mostly experiencing apartment life for the first time. As well as materially obtaining accommodation, the service works for the beneficiaries' gradual growth in autonomy and responsibility. A team of operators periodically visits the families, looking into any conflicts with neighbours, but also within the families themselves, and assists the families in certain aspects of domestic management that may be complicated for them or create clashes (from condominium regulations to payment of services, respect of silence and use of domestic electrical appliances). |
| Results | The programme concluded with the insertion of 44 families, totalling 198 persons, in apartments. 27 of these were families coming from the "Villa Salus" structure, a total of 125 persons including 57 minors. Families deriving from the "Residenza Sociale Temporanea Gandhi" structure, instead, were 17, with a total of 73 persons (no figures available for minors). The rent contracts are still in force. On expiry it will be possible, and desirable, as part of the programme for the development of autonomy and genuine social and dwelling inclusion, for the family units to stipulate directly new contracts with the accommodation owners, thus undertaking to pay the entire rent. |

**Hygeia Project - Bologna**

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

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

| Intended users | The lack of public housing policies in recent decades has led to a situation of widespread unease among the population. In particular, families with low |
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|  | and very low incomes and immigrants have been the most heavily penalized groups. For immigrants, the housing problem is combined with that of work and integration in the local community and service network. |
|  | Since 2003, 25 foreign families have been living within the 'Villaggio Barona' together with 55 Italian families in dwellings let at rents equal to a third of average market levels. Many of these families, as a result of having a home and a friendly social context, have been able to develop projects for work autonomy as well as that of housing. |
| Brief description of the project | The Villaggio Barona is a development promoted by a charitable Foundation (the owner of the area affected by the urban improvement development) and by certain local non-profit organizations which currently deal with management of the services present within the village: as well as houses let at reduced rents, the village has an integrated low-cost hostel for students and young workers, a series of socio-welfare services open to the city and a public park for the zone. Voluntary and Cooperative associations involved in running the various services provide those persons and families most in difficulty with a support network able to assist in the different aspects of living. The charitable Foundation coordinates the various activities, including assignment of dwellings, taking as its starting point an agreement signed with the Municipality of Milan. The entire 'village' has not benefited from public resources either for its building or its running: it is economically self-sufficient. |
| Description of the service | The families lodged in the apartments are helped in managerial matters by other supporting families living within the Village. The services for the elderly, children and the physically impaired are aimed at the zone as a whole but may, if necessary, be used also by the families living inside the village in the context of a strategic network that gathers the resources available in the territory according to a perspective of local welfare and neighbourly service. |
| Activities | Orientation and accompaniment within the system of public and territorial services once the formally recognized status of "inhabitant" has been reached. Around ten of the families living in the dwellings have found work inside the village itself and their daily contact with these situations increases the effectiveness of the supporting work done by the volunteers. |
| Results | The Villaggio Barona' houses a total of around 500 persons; 80 families have a regular rent contract and can count on a territorial support network in case of necessity. The development is not addressed exclusively to persons in difficulty; the village is therefore seen as a resource and an opportunity for all those living in the quarter and represents today one of the social and cultural points of reference for the southern zone of the city of Milan. |