



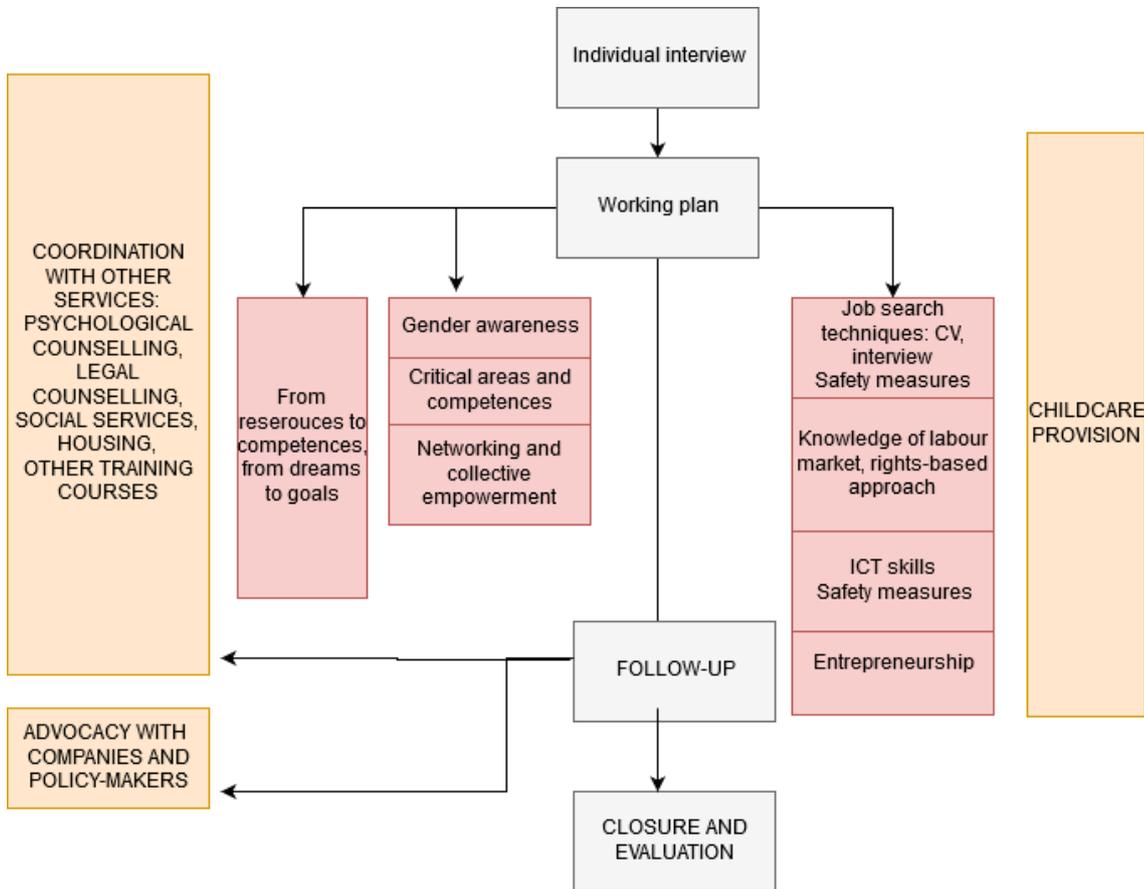
B1. Methodological introduction: how to implement the We Go training of IPV survivors

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

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

Structure of the programme

The following chart summarises the structure of the programme.



Content of the programme: tools

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

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

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

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

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



Methodological notes

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

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

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

Individual sessions might be necessary as well to deepen into the individual objectives.

The facilitator must foster the creation of a group atmosphere that favours the empowerment and personal development of the participants, creating a trustful and safe space.

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

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

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

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

Sessions may last around 3 hours.

Working with IPV survivors in economic empowerment programmes

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

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

- Isolation: they have experienced situations of isolation and therefore often their support networks have deteriorated. In the case of migrant women support networks are mostly in their places of origin.
- Damaged self-esteem and self-confidence.
- Difficulties to recognize their skills and merits, and undefined professional competences.
- Ups and downs in terms of motivation towards employment and training activities.



- Little time available, due to legal procedures and commitments with other support and assistance services.
- Difficulties to translate their desires and projects in specific effective actions.
- Difficulties to manage time and establish priorities
- Difficulties to reconcile care for children and dependants, with the requirements of the labour market.
- Difficulties to take decisions autonomously.
- Distrust and fear in facing new situations and relationships.

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

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

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

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

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

It is also important that the facilitator coordinates with other professionals supporting the training participants, especially psychologists that can provide counselling if necessary. Facilitators should also be alert about the evolution of participants during the training, keeping in mind that the empowerment process, in personal or economic terms, may trigger further incidents of intimate partner violence.

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