

# WEGO!

Co-funded by the Rights,  
Equality and Citizenship (REC)  
Programme of the European Union



## WE GO!

### **Toolkit to Promote Women's Economic Empowerment for Anti-Violence Centres' Operators**

**actionaid**  
—REALIZZA IL CAMBIAMENTO—

 Center for Sustainable  
Communities Development

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**SURT**

## **Acknowledgements**

To all survivors of intimate partner violence fighting for their economic independence. You are an example of empowerment to all women.

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This is a revised version of *Women's economic independence, a way out of violence: a toolkit for anti-violence centres operators* (2017), the toolkit produced with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union within the framework of the *WE GO! Women Economic-independence & Growth Opportunity* project (JUST/2014/RDAP/AG/VICT/7365).

## **2019**

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## **2017**

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We would like to thank the external experts and practitioners who contributed to the development of the project's knowledge through their participation in our mutual learning events: Julia Uviña, Mayca Velasco- Barcelona Municipality; Daniela Santarpià - D.i.Re, Donne in Rete contro la violenza/ Cooperativa Sociale E.V.A.; Cristina Hurson - SONAS; Patricia Cinza - SUARA; Urszula Nowakowska - WAVE, Women Against Violence Europe/ Fundacja Centrum Praw Kobiet.

*This publication was produced with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union. Its content is the sole responsibility of ActionAid Italy and the WE GO! project partners and can in no way be taken to reflect the views of the European Commission.*

# TABLE OF CONTENTS

|   |       |
|---|-------|
| <b>Introduction</b>                                       | p. 6  |
| <b>WE GO! Toolkit</b>                                     | p. 7  |
| <b>Methodological Notes</b>                               | p. 9  |
| <b>Principles</b>   | p. 11 |
| <b>Glossary</b>   | p. 12 |
| <b>MODULE 1: Trainees' Selection</b>                      | p. 14 |
| <b>Session 1.1: Meeting the Potential Trainees</b>        | p. 14 |
| Tool 01: Interview  | p. 14 |
| <b>MODULE 2: Team Building and Individual Commitments</b> | p. 17 |
| <b>Session 2.1: Getting Started</b>                       | p. 17 |
| Tool 02: Introduction of Participants                     | p. 17 |
| Tool 03: Knitting the Group Rules                         | p. 18 |
| Tool 04: Ice-Breakers and Team Building                   | p. 19 |
| <b>MODULE 3: Empowerment: Me, Myself, and I</b>           | p. 21 |
| <b>Session 3.1: From Resources to Competences</b>         | p. 21 |
| Tool 05: Speaking for Me...                               | p. 21 |
| Tool 06: I've Got the Power                               | p. 23 |
| Tool 07: The Successes Tree                               | p. 25 |
| Tool 08: Talent Exchange Market                           | p. 26 |
| Tool 09: Gift of Notes                                    | p. 27 |
| Tool 10: The Bus  | p. 28 |
| Tool 11: My Professional Interests                        | p. 30 |
| Tool 12: Incentives to Work                               | p. 32 |
| Tool 13: Competency-Based CV                              | p. 33 |
| Tool 14: Competence Analysis and Action Plan              | p. 40 |
| <b>Session 3.2: Developing Key Skills</b>                 | p. 41 |
| Tool 15: Setting Your Limits                              | p. 41 |
| Tool 16: Being Assertive at Work                          | p. 42 |
| <b>Session 3.3: Knowing Myself</b>                        | p. 43 |
| Tool 17: Being a Woman                                    | p. 43 |
| Tool 18: Structural, Personal, and Competence Factors     | p. 44 |
| Tool 19: Activity Mapping                                 | p. 46 |

|   |       |
|---|-------|
| Tool 20: How Can Care Work Be Shared?                     | p. 49 |
| <b>MODULE 4: Empowerment: My Skills and Job Searching</b> | p. 51 |
| <b>Session 4.1: Networks and Collective Empowerment</b>   | p. 51 |
| Tool 21: My Personal Network                              | p. 51 |
| Tool 22: Networking for Job Opportunities                 | p. 53 |
| Tool 23: Women's Network and Mentoring                    | p. 55 |
| <b>Session 4.2: Job Search Techniques</b>                 | p. 56 |
| Tool 24: Putting Safety First                             | p. 56 |
| Tool 25: Safe Usage of the Social Media                   | p. 60 |
| Tool 26: How to Detect Fake Job Offers                    | p. 63 |
| Tool 27: Labour Market Analysis                           | p. 64 |
| Tool 28: Writing My CV                                    | p. 65 |
| Tool 29: Job Interview Preparation                        | p. 67 |
| Tool 30: My Elevator Pitch                                | p. 72 |
| Tool 31: Professional Look                                | p. 74 |
| <b>Session 4.3: Entrepreneurship</b>                      | p. 75 |
| Tool 32: Let's Use Our Inner Resources                    | p. 75 |
| Tool 33: Creativity Assessment and Innovation             | p. 78 |
| Tool 34: When Do Ideas Mean Business?                     | p. 82 |
| Tool 35: How to Set Up a (Social) Enterprise              | p. 85 |
| <b>MODULE 5: Looking Back to Go Forward</b>               | p. 87 |
| <b>Session 5.1: Training Evaluation</b>                   | p. 87 |
| Tool 36: Focus Group                                      | p. 87 |
| <b>References</b>   | p. 93 |

#### **LIST of HANDOUTS**

WE GO Bingo Ice-Breaker  
 Speaking for Me  
 The Bus  
 What I Like to Do  
 How I Would Like To Do These Activities  
 Competency-Based CV  
 Competence Analysis and Action Plan  
 Networking for Job Opportunities  
 Safety Assessment  
 Safety Analysis  
 Quiz on Safe Usage of Social Media  
 CV Template  
 Preparing for a Job Interview  
 Preparing for a Job Interview 2  
 Tips - Do's & Don'ts

After the Interview: The Assessment  
My Elevator Pitch  
Professional Look  
What Can Be Done with Unwanted Clothes  
Am I Creative? Do I Have a Creative Approach?  
Cleaning Business  
Is There a Market for My Idea?  
Can I Supply What Users Want?  
Can I Reach My Customers?  
10 Steps to Set Up (Social) Enterprise

# INTRODUCTION

Intimate Partner Violence (IPV) is a form of violence against women which is widespread in Europe and severely affects women's human rights. Almost one in four women experience physical and/or sexual violence in a relationship with a man. Violence is rooted in the unbalanced power relations between women and men, and it is both a cause and consequence of gender inequality and discrimination, which prevent women from equally accessing political, social, cultural, and economic resources and opportunities. The lack of economic independence prevents women from leaving a violent partner and ensuring sustainable alternatives for themselves and their children. Anti-Violence Centres (AVCs) across Europe recognize that women often remain in violent relationships because of their financial dependence on the violent partner. This issue is coupled with the fact that women are considerably underrepresented in the labour market and in decision making positions, with the overall female employment rate still being lower than that of men.

Between 2015 and 2017, the European Union funded the WE GO! (Women Economic independence & Growth Opportunity) project to strengthen the activities provided by AVCs to economically empower women experiencing or who experienced IPV. The project built on the know-how and promising practices developed by European AVCs to be valued, exchanged and systematized in order to share and strengthen them throughout Europe. The Training Toolkit was the main output of the WE GO! project resulting from thorough exchanges and testing process carried out by practitioners and experts of both partner and external organisations with a common goal: to provide AVCs operators with methodologies and tools to support the personal and economic empowerment of women they assist in their daily work.

The second edition of WE GO! (2018-2020) takes a further step up, aiming to support the economic empowerment of women who survived violence by strengthening the local and national support systems, exchanging European good practices and establishing cooperation networks between private and public stakeholders. In this framework, the Training Toolkit has been revised to include the learning of its further implementation. This edition of the WE GO! Training Toolkit has been restructured and enriched to be a user-friendly tool and a living document complemented by the readings uploaded in the project website's repository for further insights.

The project partners believe that this product can serve multi-purposes: to provide AVCs operators with new and much needed working tools to aptly perform their job; to support women in achieving their economic independence to break free from IPV; and to urge policy makers and all concerned actors to fully ensure that economic empowerment is embedded in all policies and interventions they design and implement to prevent gender-based violence and to provide support to women experiencing IPV. In order to transform these goals into concrete actions, the WE GO! Toolkit needs to widely circulate and be adopted, also with the support of its readers.

# WE GO! TOOLKIT

## What it is

It is a training toolkit to build or improve the practitioners' know-how and skills for supporting women in an effort to increase their social and economic empowerment with the goal of becoming self-sufficient in order to live a life free from intimate partner violence. The toolkit provides methodologies and tools that can be adopted or embedded in existing working practices, enhancing their effectiveness with no additional burden.

## Whom it is for

The toolkit is primarily intended for practitioners working in anti-violence centres and assisting women affected by intimate partner violence, namely social workers, psychologists, counsellors, job counsellors, and other professionals working directly with IPV survivors.

## How it is organised

The toolkit comprises five modules that provide step-by-step guidance from the selection of trainees to the building of the trainees' team, the empowerment process, and the training evaluation. It covers different stages of the women's social and economic empowerment by offering a comprehensive set of activities and tools both for group and individual sessions. The trainers can customise the training by combining the sessions and the tools according to the needs of both the individual trainees and of the group. However, Session 3.1 "From resources to competences" must be delivered according to the order listed in the Table of contents, since the activities are designed for a specific learning process.

Each module has its own objective(s) as follows:

### **MODULE 1: Trainees' Selection**

**Obj.** To identify the trainees through the assessment of their personal and professional needs and commitments.

### **MODULE 2: Team Building and Individual Commitments**

**Obj.** To know one another and support the building of a committed, motivated, trustworthy, and inclusive group with shared rules and responsibilities.

### **MODULE 3: Empowerment: Me, Myself, and I**

**Obj.** To support the individual detection and acknowledgement of inner resources and the development of key personal skills in view of the job searching process.

### **MODULE 4: Empowerment: My Skills and Job Searching**

**Obj.** To develop professional skills and job searching techniques to find employment opportunities.

### **MODULE 5: Looking Back to Go Forward**

**Obj.** To collectively assess the training performance and results against the initial goals to also identify room for improvements.

Each module provides a set of tools with distinct objectives, step-by-step implementation instructions, timeframe, and required materials:

|   |  |
|---|--|
| <b>MODULE 1:</b><br><b>Trainees' Selection</b>                      | <b>Session 1.1: Meeting the Potential Trainees</b><br>Tool 01: Interview   |
| <b>MODULE 2:</b><br><b>Team Building and Individual Commitments</b> | <b>Session 2.1: Getting Started</b><br>Tool 02: Introduction of Participants<br>Tool 03: Knitting the Group Rules<br>Tool 04: Ice-Breakers and Team Building   |
| <b>MODULE 3:</b><br><b>Empowerment: Me, Myself, and I</b>           | <b>Session 3.1: From Resources to Competences</b><br>Tool 05: Speaking for Me...<br>Tool 06: I've Got the Power<br>Tool 07: The Successes Tree<br>Tool 08: Talent Exchange Market<br>Tool 09: Gift of Notes<br>Tool 10: The Bus<br>Tool 11: My Professional Interests<br>Tool 12: Incentives to Work<br>Tool 13: Competency-Based CV<br>Tool 14: Competence Analysis and Action Plan<br><b>Session 3.2: Developing Key Skills</b><br>Tool 15: Setting Your Limits<br>Tool 16: Being Assertive at Work<br><b>Session 3.3: Knowing Myself</b><br>Tool 17: Being a Woman<br>Tool 18: Structural, Personal, and Competence Factors<br>Tool 19: Activity Mapping<br>Tool 20: How Can Care Work Be Shared?   |
| <b>MODULE 4:</b><br><b>Empowerment: My Skills and Job Searching</b> | <b>Session 4.1: Networks and Collective Empowerment</b><br>Tool 21: My Personal Network<br>Tool 22: Networking for Job Opportunities<br>Tool 23: Women's Network and Mentoring<br><b>Session 4.2: Job Search Techniques</b><br>Tool 24: Putting Safety First<br>Tool 25: Safe Usage of the Social Media<br>Tool 26: How to Detect Fake Job Offers<br>Tool 27: Labour Market Analysis<br>Tool 28: Writing My CV<br>Tool 29: Job Interview Preparation<br>Tool 30: My Elevator Pitch<br>Tool 31: Professional Look<br><b>Session 4.4: Entrepreneurship</b><br>Tool 32: Let's Use Our Inner Resources<br>Tool 33: Creativity Assessment and Innovation<br>Tool 34: When Do Ideas Mean Business?<br>Tool 35: How to Set Up a (Social) Enterprise |
| <b>MODULE 5:</b><br><b>Looking Back to Go Forward</b>               | <b>Session 5.1: Training Evaluation</b><br>Tool 36: Focus groups   |



# METHODOLOGICAL NOTES

## Training team

The sessions should be facilitated by **two skilled professionals**, namely a facilitator and a supporting trainer who also acts as a note-taker. Facilitators should have strong interpersonal communication skills, the ability to work in a team environment and to solve conflicts. The facilitators must foster the creation of a group atmosphere that favours the empowerment and personal development of the participants, creating a trustful and safe space. They must be in no way judgemental and allow discriminatory or violent comments among participants. In order to foster a trustful training environment, it is preferable to appoint a female facilitator. It is important that the facilitators coordinate with other professionals supporting the training participants, especially psychologists that can provide counselling if necessary.

## Trainees

The trainees are women who survived IPV and are currently assisted by anti-violence centres in their process of social and labour inclusion. The training participants must be identified through a thorough selection interview and a comprehensive individual risk assessment, in compliance with the existing country/regional/service protocols for IPV survivors. Whenever necessary, specific safety measures should be taken into account to allow the participants to attend the training. The trainees should not be living a crisis situation and ready to work in group settings. Groups of IPV survivors are often heterogeneous, although they generally share a set of commonalities that may act as critical factors limiting the economic empowerment process. These factors and potentialities will be addressed in the course of the training, taking into due consideration that any empowerment process may trigger further incidents of intimate partner violence.

**Critical factors** limiting the economic empowerment process of IPV survivors:

- 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.

**Potentialities** of IPV survivors 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 **size of the trainees' group** may vary. It is suggested that each group does not exceed 10 participants.

## Format

The toolkit's activities promotes the **active participation** of women and **participatory learning**, inviting women to discuss, analyse and explore the content presented. The facilitator should promote communication and participation, introducing the topics and the activities to be developed by the women themselves, and ensuring compliance with the working group 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. 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; and they have common goals and strategies.

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

The training sessions may have different **duration** but, on average, they last around 3 hours.

## Setting

The **space** of the training should be comfortable, a big room with moving chairs. 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.

Coffee, tea or **refreshments** may be provided.

A nursery or some kind of **childcare** provision is key.

# PRINCIPLES

The WE GO training is based on the following **three core principles**:

1. Support services are critical in order to achieve economic empowerment of IPV survivors. An holistic approach to addressing all barriers IPV survivors face maximizes the likelihood of successful entry into the job market. These services help to 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.

# GLOSSARY

**GENDER-BASED VIOLENCE:** It shall mean violence that is directed against a woman because she is a woman or that affects women disproportionately (CoE Convention, Art. 3, d).

**VIOLENCE AGAINST WOMEN:** It 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 (CoE Convention, Art. 3, a).

**INTIMATE PARTNER VIOLENCE:** Any behaviour within an intimate relationship that causes physical, psychological or sexual harm to those in the relationship. It is one of the most common forms of violence against women (WHO, 2012).

**DOMESTIC VIOLENCE:** It shall mean all acts of physical, sexual, psychological or economic violence that occur within the family or domestic unit or between former or current spouses or partners, whether or not the perpetrator shares or has shared the same residence with the victim (CoE Convention, Art. 3, b).

**WOMEN'S EMPOWERMENT:** It is a process through which women strengthen their capacities, their role, autonomy, and agency, as individuals and as a social group, so to gain power and control over their own lives and make strategic choices<sup>1</sup>. 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. 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. Empowerment is then a comprehensive notion that includes a wider set of women's social, political, and economic rights and comprises:

- **WOMEN'S SOCIAL EMPOWERMENT:** It 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.
- **WOMEN'S POLITICAL EMPOWERMENT:** It concerns equity of representation in political institutions and enhanced voice of the least vocal so that women make the decisions that affect their own lives. They are able to speak about as well as speak for themselves, gaining a right to engage in the democratic process.
- **WOMEN'S ECONOMIC EMPOWERMENT:** Women's capacity to equally contribute to and benefit from economic activities on terms which recognise the value of their contributions; their access and control over productive resources, assets and properties; respect their dignity; and be recognized as fully participating economic actors. It is key to achieving women's rights and gender equality.

**SOCIAL ENTREPRENEURSHIP:** A social enterprise is an operator in the social economy whose main objective is to have a social impact rather than make a profit for their owners or shareholders. It operates by providing goods and services for the market in an entrepreneurial and innovative fashion and uses its profits primarily to achieve social objectives. It is managed in an open and responsible manner and, in particular, involves employees, consumers and stakeholders affected by its commercial activities. The novelty introduced by social enterprises is their capacity to bring an entrepreneurial and commercial dimension to the provision of general interest services and to the solution of social issues<sup>2</sup>. The SE is thus a hybrid between charity and business that requires the development of a set of professional skills. It has proved to be a powerful tool for women's empowerment. The Anti-Violence Centres in fact can use it as a tool to achieve their own financial sustainability and to help the assisted women to become social entrepreneurs and eventually self-sufficient.

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<sup>1</sup> [www.eige.europa.eu](http://www.eige.europa.eu)

<sup>2</sup> European Union, *Social economy and social entrepreneurship Social Europe guide* | Volume 4, Luxembourg, 2013, pp. 31-32.

**DECENT WORK:** It is defined by the International Labour Organization (ILO) and endorsed by the international community “as productive work for women and men in conditions of freedom, equity, security and human dignity. Decent work involves opportunities for work that: is productive and delivers a fair income; provides security in the workplace and social protection for workers and their families; offers prospects for personal development and encourages social integration; gives people the freedom to express their concerns, to organize and to participate in decisions that affect their lives; and guarantees equal opportunities and equal treatment for all”<sup>3</sup>. This definition must be taken into account by any anti-violence centre in the job searching process carried out with the assisted women in order to ensure that the job opportunities are in line with the ILO principles and, therefore, foster their social and economic empowerment.

**JOB or CAREER COUNSELLING:** It provides guidance to plan and achieve employment goals. The counsellor works with clients to assess and improve their personal and professional skills and identify job opportunities.

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<sup>3</sup> ILO, *Toolkit for Mainstreaming Employment and Decent Work*, Geneva, 2008, p. VI.

# MODULE 1 - Trainees' Selection

## SESSION 1.1: MEETING THE POTENTIAL TRAINEES

### TOOL 1. Interview

#### OBJECTIVES

- ✓ To get to know each woman's situation, needs and demands, skills, strengths and weaknesses.
- ✓ To support the identification of needs and the elaboration of the request.

#### STEP-BY-STEP IMPLEMENTATION

This is an initial semi-structured interview with the woman that can be used to get to clarify the woman's requests and needs, know her situation, and assess her suitability to join the training programme. This table includes the items to be tackled during the interview.<sup>4</sup> Please note that the interview may require more sessions and that some information may have already been gathered or will be gathered by different professionals during their meetings with the assisted woman. The information collection should then be regarded as a team effort to avoid any risk of re-victimization.

| PART I   |   |
|--|---|
| Description  | Items   |
| Presentation of organisation, interviewer, description of previous contact, length and aim of this interview                           | <ul style="list-style-type: none"> <li>✓ Interviewer's name</li> <li>✓ Brief description of organisation's main activity</li> <li>✓ Brief description of what the interviewer knows about the woman, if applicable (e.g. if she was referred or recommended by another organisation or professional)</li> <li>✓ Length and aim of the interview</li> </ul>          |
| Presentation of the woman  | <ul style="list-style-type: none"> <li>✓ Woman's name. Woman's preferred name (if different)</li> <li>✓ Age</li> <li>✓ Legal status</li> <li>✓ Why and how (i.e. directly or referred) the woman reached out to the organisation</li> </ul>   |
| Clarifying the aim of the service  | <ul style="list-style-type: none"> <li>✓ Brief description of the programme offered</li> </ul>  |
| Reasserting the woman's interest   | <ul style="list-style-type: none"> <li>✓ Confirming that the woman thinks that the programme offered fits her demand, and supporting her to clarify it, if it is vaguely expressed.</li> <li>✓ Making sure that the woman completely understands the programme and providing her with more information, if necessary.</li> </ul>                                    |
| PART II  |   |
| (If the woman is interested):<br>Getting to know the woman's history and family responsibilities, with a focus on her current autonomy | <ul style="list-style-type: none"> <li>✓ Place of origin</li> <li>✓ Current place of residence and people she lives with</li> <li>✓ Family, children</li> <li>✓ State of the IPV situation: current relationship with the perpetrator and marital status</li> <li>✓ Length of stay in host country</li> <li>✓ Administrative situation (legal documents)</li> </ul> |
| Identifying her work experience and training, income, social participation and support networks  | <ul style="list-style-type: none"> <li>✓ Previous jobs: types, duration and related training</li> <li>✓ Qualifications/competences</li> <li>✓ Languages</li> </ul>  |

<sup>4</sup> Based on M. Camarasa, L. Sales (eds.), *A competence-based approach to improve the social inclusion of migrant women. Toolbox for professionals*, Barcelona, 2013.

|   |  |
|---|--|
|   | <ul style="list-style-type: none"> <li>✓ Computer skills</li> <li>✓ Current means of living and income</li> <li>✓ Living conditions (housing)</li> <li>✓ Health status</li> <li>✓ Social participation</li> <li>✓ Places where support has been asked</li> <li>✓ Support available (people, networks)</li> </ul>   |
| Ability to identify and analyse one's own situation | <ul style="list-style-type: none"> <li>✓ Reasons why the woman believes she does not find a job/is not able to overcome other obstacles in her life</li> <li>✓ Self-awareness of what she needs</li> <li>✓ Self-awareness of what she is able to do (recognition of own competences)</li> <li>✓ Identifying not just structural obstacles, but also opportunities</li> <li>✓ Degree of awareness of what she has to do</li> <li>✓ Courage to take the necessary steps</li> </ul> |

### PART 3

|  |  |
|--|--|
| Rephrasing the information provided and verbalising the demand in specific terms | ✓ Rephrasing by the trainer of the woman's situation and needs   |
| Articulating a response to the demand  | <ul style="list-style-type: none"> <li>✓ The response the woman thinks that meets her needs</li> <li>✓ Identifying options available</li> <li>✓ Identifying support available and rights to support</li> <li>✓ Measures taken that imply some changes in respect to the current situation</li> </ul> |

The questions below may serve as a guide to explore the interview's items. It is important to create an atmosphere of trust between the interviewer and the advice-seeker.

According to the individual needs of the potential trainee the following issues may be discussed:

1. Opportunities to change the current occupation; supporting the advice-seeker to find a new one.
2. Opportunities to change the advice-seeker in different government programs for appropriate job placement according to their individual profiles.
3. Opportunities for the advice-seeker's involvement in courses for qualifications and pre-qualifications.

Issues to explore:<sup>5</sup>

- ☐ Does the woman have any friends or family members or any other person who could take the role of supportive environment for the woman? If so, what that person form the supportive environment might be useful for? If the woman doesn't have any supportive environment, could she think of someone who could support her in this difficult situation for her?
- ☐ How does the woman perceive her life - does she have any hobbies; if she does, what feelings does this hobby brings to her? If not, what would she like to do as a hobby? What are her plans for the future? Does she like/practice music or any other form of entertainment or art? What does she dream of doing and never had the courage to make the first step?
- ☐ Does the woman have skill/skills which she defines as good, in other words, what does she think she is really good at? Does she think that this ability could be improved? Does she think that if this ability improves it will help her to become economically independent? Is she interested in learning new skills? What kind of skills?
- ☐ What positive experiences does the woman think she has? Does she think that improving this knowledge would help her handle the difficulties in her life? Does she have any negative experiences? Are there any lessons learned that might be drawn from these negative experiences?
- ☐ Are there any activities that the woman does that really give her pleasure? Does she have any occupation at the moment? What occupation does she think is suitable for her?
- ☐ How does the woman define problems? What does she feel like when she is faced with a problematic situation? Could she give an example of what she considers as a problem? How does she deal with the problems? What are the positive things that she could see when dealing with a problem? If she receives support, would it be of her support, or, on the contrary, the intervention would harm the difficult situation?
- ☐ Does the woman know other people (relatives, friends, etc.) in a similar situation who don't recognize it as harmful or dangerous? What can the woman learn from other people's experiences? Could she use their experience in order to get out of this situation?

<sup>5</sup> Animus Association Foundation, *Semi-structured Interview for Victims of Violence in Empowerment Program*, internal document.

|                  |        |
|------------------|--------|
| <b>TIME</b>      | 1 hour |
| <b>MATERIALS</b> | None   |



## MODULE 2

# Team Building and Individual Commitments

### SESSION 2.1: GETTING STARTED

## TOOL 2. Introduction of Participants<sup>6</sup>

### OBJECTIVES

- ✓ To allow participants to present themselves and get to know each other at the beginning of the workshop.
- ✓ To create a good atmosphere from which to build the group's cohesion.
- ✓ To encourage women to visualise themselves and others from a positive point of view.
- ✓ To promote reflection on common elements among participants' goals, fostering group cohesion.

### STEP-BY-STEP IMPLEMENTATION

Note: These activities can be carried out in the first sessions of a course to introduce participants and create an atmosphere for the rest of the course.

#### THE MURAL OF PARTICIPANTS

The facilitator asks the participants to create a circle and to introduce themselves using movement: they assign a gesture to their names and one by one, they make this move while saying their name. Every time one participant says their name, the rest of the group, including the facilitator, repeats it.

After assigning a gesture to their names, participants will be given a blank page to write down or draw their names' in the way they want the rest of the group to remember them. The facilitator will give them coloured markers, pens and scissors to personalise their name.

Meanwhile, the facilitator will hang a blank piece of brown paper on the wall and draw a series of bubbles, each one identifying a participant, where they will put up their names' drawing. Once they have done it, participants will explain to the rest of the group how they like to be called.

|                  |   |
|------------------|---|
| <b>TIME</b>      | 20-30 minutes each activity.  |
| <b>MATERIALS</b> | Flip chart paper or brown paper, markers, pens, sheets of paper, Post-it notes or coloured paper boards |

<sup>6</sup> M. Camarasa, L. Sales, *op. cit.*

## TOOL 3. Knitting the Group Rules

### OBJECTIVES

- ✓ To establish (by the group) commitments and collective individual responsibilities to promote reaching individual goals and a good development of the group.

### STEP-BY-STEP IMPLEMENTATION

The facilitator encourages participants to think about what things about the group's operation would do to make them feel more comfortable. One participant picks up the head of a ball wool cord and says something. When she finishes the ball is passed on to another random participant.

As participants speak, the facilitator writes the rules, responsibilities and personal commitments suggested on the blackboard.

The facilitator will suggest the following commitments, if they did not come up:

- Punctuality
- Attendance
- Participation
- Respecting everyone's turn to speak
- Confidentiality
- Respecting all opinions
- Freedom of expression (of discomfort as well as well-being)

All suggestions are read, similar ideas are grouped into one word and clarifications are made, if necessary.

The conclusions are written on a large paper board so that it can be saved and be in the room throughout the sessions.

Finally, a reflection is made about the knitted wool figure that has been formed and the importance of creating networks and having the support of the participants in the group.

|                  |  |
|------------------|--|
| <b>TIME</b>      | 45 minutes   |
| <b>MATERIALS</b> | Ball of wool, blackboard, paper boards or paper, pens, markers |

## TOOL 4. Ice-Breakers and Team Building Activities

### OBJECTIVES

- ✓ To create a good atmosphere and build and maintain the group's cohesion.
- ✓ To break in the ice at the throughout the course.
- ✓ To foster the competences of self-knowledge and communication.

### STEP-BY-STEP IMPLEMENTATION

Note: These tools can be distributed along several sessions, as ice-breakers and cohesion activities. Each training may begin with an ice-breaker.

#### 1. PHYSICAL EXERCISE

The facilitator may use physical exercise for the group to warm up (literally) and release the stress from being in a new environment. All you need is a suitable music and couple of basic warm-up exercises. For some ideas you can check the following YouTube videos:

- <https://youtu.be/k6bHltjIYzE>
- <https://youtu.be/JmcmffiXgFY>
- <https://www.youtube.com/watch?v=M2gTU2pRHuQ>

|                  |  |
|------------------|--|
| <b>TIME</b>      | 10-15 minutes                                |
| <b>MATERIALS</b> | Computer, speakers or audio system and music |

#### 2. WE GO BINGO!

The facilitator distributes the bingo handout so that the participants get to know each other and find common interests while playing.

#### HANDOUT: WE GO Bingo Ice Breaker

##### FIND SOMEONE WHO...

|   |  |  |  |   |
|---|--|--|--|---|
| CAN DANCE SALSA<br><br>Who?.....                | HAS A FIRST NAME THAT STARTS AN A. M. OR J.<br><br>Who?..... | SPEAKS MORE LANGUAGES<br><br>Who?.....       | ENJOYS PLAYING FOOTBALL<br><br>Who?..... | EXERCISES 3 OR MORE TIMES A WEEK<br><br>Who?..... |
| WAS BORN THE SAME MONTH AS YOU<br><br>Who?..... | LIKES THE COLOR ORANGE<br><br>Who?.....                      | DRINKS COFFEE EVERY MORNING<br><br>Who?..... | LIKES TO EAT BROCCOLI<br><br>Who?.....   | CAN SPEAK SPANISH<br><br>Who?.....                |
| PREFERS TO DRINK TEA RATHER THAN COFFEE         | LIKES HORROR MOVIES  | FREE SPACE                                   | DOESN'T LIKE CHOCOLATE                   | HAS AN INTERESTING HOBBY                          |

|                           |                    |   |                |                  |
|---------------------------|--------------------|---|----------------|------------------|
| Who?.....                 | Who?.....          |   | Who?.....      | Who?.....        |
| HAS MORE<br>THAN ONE PET  | RIDES A<br>BICYCLE | KNOWS THE<br>LYRICS OF AN<br>ADELE'S SONG | ENJOYS SAILING | IS A GRANDMOTHER |
| Who?.....                 | Who?.....          | Who?.....                                 | Who?.....      | Who?.....        |
| DOES<br>VOLUNTEER<br>WORK | HAS A SISTER       | DOESN'T WEAR A<br>WATCH                   | OWNS A DOG     | LIKES SPICY FOOD |
| Who?.....                 | Who?.....          | Who?.....                                 | Who?.....      | Who?.....        |

Please note that these items can be changed.

|                  |                |
|------------------|----------------|
| <b>TIME</b>      | 10-15 minutes  |
| <b>MATERIALS</b> | Paper and pens |

## MODULE 3: Empowerment: Me, Myself, and I

### ❏ SESSION 3.1: FROM RESOURCES TO GETTING STARTED

#### TOOL 5. Speaking for Me...<sup>7</sup>

##### OBJECTIVES

- ✓ To support women to express thoughts and discover emotions, desires and personal concerns.
- ✓ To help women obtain a better understanding of themselves, based on their statements.
- ✓ To measure the training impact.

##### STEP-BY-STEP IMPLEMENTATION

The facilitator distributes the handout and asks the participants to finish 16 open statements spontaneously.

We are interested in:

- Giving the participants the chance to express herself through writing realizing things about herself she may not have discovered until now.
- Having the participants express thoughts and discover emotions, desires and personal concerns.

All these ideas will help them defining what is important for them in their job search.

The facilitator explains that it is key to fill the proposals as quickly as possible, writing the first thought that comes to mind, and that there are no right or wrong answers.

After 15 minutes, the facilitator invites the participants to share their statements and highlight the points they consider to be the most important to them.

Please note that this tool It can be used both in individual and group counselling sessions at the beginning or at the end of a training programme to measure the training impact along with impact assessment tools.

|           |            |
|-----------|------------|
| TIME      | 30 minutes |
| MATERIALS | Handout    |

<sup>7</sup>WCK - Research Centre for Gender Equality, *Step A/Tool 2: Speaking for me*, internal document.

## HANDOUT: Speaking for Me

Please finish the following sentences. You will hopefully find useful things for yourself.

There are no right or wrong answers.

It is important to answer as quickly as possible, writing the first thought that comes to your mind.

|                            |
|----------------------------|
| I want...                  |
| I can't ...                |
| I like ...                 |
| I am good ...              |
| I wish ...                 |
| My appearance ...          |
| It is fun ...              |
| I find it easy ...         |
| The others think that ...  |
| I am worried ...           |
| I often deal with ...      |
| I hate ...                 |
| It always happens that...  |
| The others say about me... |
| I find it difficult...     |
| I wish...                  |
| I often fear...            |
| Sometimes I feel...        |
| If I could I would ...     |

## TOOL 6. I've Got the Power

### OBJECTIVES

- ✓ To foster self-esteem
- ✓ To recognize one's own values
- ✓ To stimulate the achievement of one's own desires
- ✓ To support women to start believing in their own skills and opportunities, rediscovering their own creativity and talents, getting out of the "victim" shoes and mobilizing creativity

### STEP-BY-STEP IMPLEMENTATION

#### 1. Our superpowers

This is a group session aimed at transferring what we imagine we can be to what we already are.

Chairs are placed in two rows, one in front of the other, in such a way that each participant will talk to the woman in front of her.

Once participants are seated facing one another, they are asked to write on a card three superpowers that they would like to have.

Each woman talks to her companion, says which is her first superpower and explains why she chose it. Then her companion explains her choice. The exercise is repeated, switching chairs to another companion. This is done three times, to comment on each superpower.

When dialogues in pairs are finished, chairs are placed in a circle and the facilitator invites participants to share with the rest of the group what they wrote in the cards.

On a large piece of paper on the wall, the names of all the participants are written. When each woman explains her superpowers she approaches the paper and places her superpower cards under her name.

It is noted that most of the superpowers that they wish they had they already have in some way because they are related to their personality traits or things that they already do to some extent.

When a woman does not recognise that they are half way into having the superpower they dream of, the facilitator and the rest of the group helps her to see why they consider that she is. This way their own identity and competences are reinforced.

#### 2. Mobilising creativity

The facilitator may use the session to explain the following regarding creativity:

Everyone has her inner creativity, but why it is so hard to be creative and why do some people seem more successful than others in their lives? Our upbringing and education teach us to comply with the rules, customs, and standards; doing what "must be done" in a way that society defines as appropriate. We were given descriptions of duties, rules and schemes which to use in our work in a specific and structured environment, and this hinders the development of our creativity and ability to take unconventional, even - bold decisions.

There are some inner barriers to activation and creativity that facilitators can discuss with the women:

- believing that we are not creators
- we are in the loop of logic
- conservative thinking and behaviour
- afraid not to look stupid
- follow stereotypes and prejudices
- strictly follow the "rules"
- fear of failure
- have negative attitudes and behaviour towards things

Often we are confined to a specific way of thinking, making one and the same assumptions and applying the same rules when searching for the right solution or answer. Using a logical approach may be useful and effective in what we do, but it will not help us to be creative and inventive.

The facilitator asks women to write or say out loud the answer the question: "How much is half 12?". Then she explains: "Probably you have written 6". This is the logical answer to which we come automatically, because 12 is a number, and we are taught to think with digital concepts and to use mathematical rules. But "6" is not the only answer: the answer could be: 1 and 2; or 2 X 3 and so on".

She explains that the foundation of our personal activation stands in our decision to: challenge the established norms; to seek new perspectives; to create new connections; to find new approaches for solving old problems.

|                  |   |
|------------------|---|
| <b>TIME</b>      | 30 minutes                                      |
| <b>MATERIALS</b> | Paper boards, markers, chairs                   |
| <b>NOTES</b>     | Tools 6, 7, 8 and 9 are alike, please pick one. |



## TOOL 7. The Success Tree<sup>8</sup>

### OBJECTIVES

- ✓ To identify and value competences from the women' experiences.
- ✓ To label the achievements as own successes, arisen from their own capacities and strengths.
- ✓ To identify those competences repeated in each woman's case as their key, "anchoring" competences.

### STEP-BY-STEP IMPLEMENTATION

This activity is broken down into three parts as follows and it requires a sound time management to be successful. It is key to avoid any risk of re-victimization of the trainees during its implementation. It can also be delivered as an individual session.

#### Part I - Reflecting on the meaning of "success"

1. The facilitator asks women to sit forming a U in the class and starts discussion on what success means to them. To help and promote their reflection, the facilitator can use support materials as videos (e.g. a video of a team success, of an individual achievement in any area: leisure, home, sports, work, etc.).
2. Women are asked to voice some key words to define success. The facilitator writes them on the blackboard. If words such as personal achievement, fulfilment, goal, challenge, effort, etc. have not been included, the facilitator will add them on the blackboard.

#### Part II - Drawing our success tree

1. The facilitator asks women to remember and recognise 3 successful experiences of their life. Women will choose three successful experiences that adjust to the statement "I have achieved something important to me".
2. The facilitator asks women to draw their "Successes Tree". In order to ease the process, the facilitator can draw a tree in the blackboard as an example. The branches represent the successes. The fruits of the branches will represent the benefits obtained with the experience and the trunk of the tree will represent the skills or abilities that contributed to achieve the success. The roots will represent what was indispensable to reach the success in terms of knowledge and attitudes. The tree can be drawn freely, but it needs to have 3 branches, each one representing a success. The facilitator will support women along their process to develop and organise their ideas.

#### Part III - Sharing our success trees

1. Once all women have finished their "successes tree", one by one they will have 5 minutes to present it to the group. The facilitator will explain that these trees as alive and can grow and be nourished by new experiences.
2. The group can ask questions about the trees. They should pay attention to the skills and knowledge that they hear in each story. The woman receiving feedback listens carefully and does not reject any positive comment about her knowledge, attitudes and abilities. She may use feedback to decide which attributed strengths she wants to accept and make part of her identity and self-description.
3. The facilitator will empower the women by explaining that when some abilities, knowledge and competences appear several times in one particular tree, it means that these elements are this woman's "anchor", the ones that will help them to develop their competences.
4. To end the activities, women have to choose one, two or three successful experiences and write on a sheet "My competences for success are...". In the centre of the sheet they have to include the success experience and around it they have to add the competences associated to achieving this success.

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|             |             |
|-------------|-------------|
| <b>TIME</b> | 120 minutes |
|-------------|-------------|

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|                  |   |
|------------------|---|
| <b>MATERIALS</b> | Cardboard, pen, coloured pens, post-it notes, blackboard. |
|------------------|---|

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<sup>8</sup> M. Camarasa, L. Sales, *op. cit.*

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**NOTES**

Tools 6, 7, 8 and 9 are alike, please pick one.

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## TOOL 8. Talent Exchange Market<sup>9</sup>

### OBJECTIVES

- ✓ To support women to recognise their own skills and strengths and talk about them.
- ✓ To train on communication, self-knowledge and self-confidence skills.

### STEP-BY-STEP IMPLEMENTATION

1. The facilitator asks women the following question: "If there was no money and you could buy everything you need and pay only by donating work, which work or activity would you offer to others?"
2. The facilitator gives examples to make the exercise understandable and name the greatest possible range of activities and skills (e.g. earrings making, translating from another language, cheering up, dancing).
3. The facilitator writes the work offers on scraps of paper by each woman. Then, all women "exchange their talents" with the others, which means that each woman should talk about her offers or proposals.

Facilitation tips: For this activity two or three group meetings may be scheduled.

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**TIME**

40 minutes

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**MATERIALS**

Papers, pens, flipchart, markers

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**NOTES**

Tools 6, 7, 8 and 9 are alike, please pick one.

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<sup>9</sup> M. Camarasa, L. Sales, *op. cit.*

## TOOL 9. Gift of Notes<sup>10</sup>

### OBJECTIVES

- ✓ To support women recognize their own skills and strengths.
- ✓ To train the self-knowledge and self-confidence competences.

### STEP-BY-STEP IMPLEMENTATION

1. The facilitator writes on the blackboard the question: "Why do I like the most about myself". The purpose of this question is that each woman thinks and replies it with relation to each one of the other women in the group.
2. Each woman has a blank paper stuck on her back. Then, all women walk through the room and stick Post-it notes on the back of the other women with an answer to the question "Why do I like you".
3. Once all women have written their responses to each other woman's back, each woman takes her poster (the Gift of notes). Each woman reads the answers given in the post-its referring to herself and reflects on them.
4. Then the facilitator asks women if they agree on the positive things that are written on the paper, if they see themselves in a similar way or not and if they think that something is missing.
5. Each woman can keep her paper as a Gift of notes.

Facilitation tips: It is important that the facilitator gives some examples as some women may find difficult to find positive skills of all the other women.

This activity can be implemented only with a group of women who know one another and with no conflicts.

|                  |  |
|------------------|--|
| <b>TIME</b>      | 40 minutes   |
| <b>MATERIALS</b> | Adhesive tapes, sheets of paper, post-it notes, pens |
| <b>NOTES</b>     | Tools 6, 7, 8 and 9 are alike, please pick one.      |

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<sup>10</sup> M. Camarasa, L. Sales, *op. cit.*

## TOOL 10. The Bus

### OBJECTIVES

- ✓ To foster the identification of the external and internal resources available for the achievement of one's own life project.
- ✓ To value one's own identity through one's origins, birth, name.
- ✓ To get to know and/or identify the people one can rely on and provide support in one's life.
- ✓ To identify one's own needs, objectives and projects
- ✓ To identify obstacles in one's life project
- ✓ To get to know and/or recognize one's strengths, values, competencies.

### STEP-BY-STEP IMPLEMENTATION

This activity allows women to reflect on their current situation and their future plans, to identify key people in their social networks, the obstacles they face and the facilitating elements in their journey. It also allows women to imagine themselves taking charge of traditionally male jobs.

1. The facilitator explains the objectives of the activity and gives one handout to each participant. Then she gives each one a sheet of paper, pens and markers.
2. Women answer the questions on the handout by drawing their bus, as the vehicle that will take them to their goals (the bus engine is made up of their personal strengths and moves with the help of those people support her in their life). Women write their name on the bus's license plate and draw a signal where they will write the destination (or destinations) they want to reach. In this way each question can be answered through a drawing. If women prefer, they can write instead of drawing.
3. Once they finish, they share with the group how they felt.
4. In the discussion, the facilitator puts special emphasis on the recognition of strengths and competencies each woman has to carry out her projects.

|                  |   |
|------------------|---|
| <b>TIME</b>      | 2 hours                                 |
| <b>MATERIALS</b> | Big poster boards, colour markers, pens |

## HANDOUT: The Bus



Draw a bus.

This bus has the mission to take you to the destination that you decide.

You just have to write the technical specifications of your bus, including the following information:

1. Place of departure of the bus and license plate (place and date of birth)
2. Characteristics of the vehicle, brand and type (name, surnames, self-identification by choosing one or two adjectives that describe you)
3. Who drives the bus? You? Other people
4. What important people are traveling with you? Where are they seated: before you, behind you, next to you?
5. How fast is your bus going?
6. Where is your bus going? (What are your goals, goals, dreams)
7. Are there obstacles on the road? (What do you think are now the difficulties to reach your goals)
8. How much traffic is on the road? The traffic lights are red (stop!), yellow (alert!) or green (forward!)
9. What fuel will you use? How much is your energy now to keep going?
10. What do you have in the trunk? (Everything that you have learned, which is yours and was useful for you to keep going: values, strengths, competencies)

## TOOL 11. My Professional Interests

### OBJECTIVES

- ✓ To support women in the transfer of life skills into professional competence
- ✓ To support women in the definition of their professional plan
- ✓ To reinforce motivation to work

### STEP-BY-STEP IMPLEMENTATION

1. The facilitator distributes among participants cards with the words on handouts 1, 2 and 3 and asks participants to choose the activities that they like to do the most, where and how. There must be enough copies so that they are able to choose.

Please note that the handouts can be given to the trainees to bring home so to have a sound time to reflect on the content before the activity is held.

2. Participants share their choices with the group. The following questions can be used for reflection:
- Why did you choose these activities and not others?
  - Are all you equal in terms of your goals and preferences?
  - Being a woman has conditioned your choice? How?
  - Is it possible or easy to choose other activities that are not typically associated with being a woman?

|                  |                                      |
|------------------|--------------------------------------|
| <b>TIME</b>      | 1 hour (it may require two sessions) |
| <b>MATERIALS</b> | Handouts, pens                       |

### HANDOUT 1 - What I Like to Do

|                 |                           |
|-----------------|---------------------------|
| TO ADVISE       | TO READ                   |
| TO BUY          | TO RESEARCH               |
| TO CATALOGUE    | TO SEARCH FOR INFORMATION |
| TO CLEAN        | TO SELL                   |
| TO COMB         | TO SING                   |
| TO COMMUNICATE  | TO SOW                    |
| TO COOK         | TO SPEAK                  |
| TO COOPERATE    | TO STUDY                  |
| TO DECORATE     | TO TAKE CARE              |
| TO DEFEND       | TO TALK TO CUSTOMERS      |
| TO DESIGN       | TO TALK TO PEOPLE         |
| TO DRAW         | TO TEACH                  |
| TO DRIVE        | TO TRANSLATE              |
| TO ENTERTAIN    | TO TRAVEL                 |
| TO FILE         | TO USE THE COMPUTER       |
| TO FIX (things) | TO WRITE                  |
| TO GROW         | TO                        |
| TO HEAL         | TO                        |
| TO HELP         | TO                        |
| TO INTERVIEW    | TO                        |
| TO MANAGE       | TO                        |
| TO ORGANIZE     | TO                        |

### HANDOUT 2 - How I Would Like to Do These Activities

|                          |   |
|--------------------------|---|
| WITH PEOPLE IN GENERAL   | FULL TIME                                     |
| WITH CHILDREN            | PART TIME                                     |
| WITH YOUNG PEOPLE        | SOME HOURS                                    |
| WITH ADULTS              | MORNINGS                                      |
| WITH ELDERS              | AFTERNOONS/EVENINGS                           |
| TALKING TO CUSTOMERS     | SHOPPING HOURS                                |
| NOT TALKING TO CUSTOMERS | FLEXIBLE WORKING HOURS                        |
| WITH ANIMALS             | FIXED WORKING HOURS                           |
| WITH MACHINES            | SHIFTS  |
| WITH VEHICLES            | FROM MONDAY TO FRIDAY                         |
| USING LANGUAGES          | FREE DAYS DURING THE WEEK INSTEAD OF WEEKENDS |
| WITH RESPONSIBILITY      | A MINIMUM SALARY OF..... € / MONTH            |
| FREELANCE OR ON MY OWN   | NIGHTS  |
| WORKING AT HOME          | AVAILABILITY TO TRAVEL                        |
| TELEWORK                 | AVAILABILITY TO MOVE TO ANOTHER TOWN          |
| FAR AWAY FROM HOME       | AVAILABILITY OF MY OWN CAR                    |
| ONE FIXED PLACE OF WORK  |   |
| SEVERAL PLACES OF WORK   |   |

## TOOL 12. Incentives to Work<sup>11</sup>

### OBJECTIVES

- ✓ To support women in the definition of their professional plan
- ✓ To reinforce motivation to work

### STEP-BY-STEP IMPLEMENTATION

The Facilitator asks participants to finish the sentence “It is important for me to work because...”.

The facilitator writes the list of suggested reasons. Some of the ideas that may come up are:

- It is important for me to work so I can have my own money.
- It is important for me to work because I have to support my family.
- It is important for me to work in order to avoid unpleasant consequences.
- It is important for me to work to realize some of my desires.
- It is important for me to work to learn new things.
- It is important for me to work to feel useful.
- It is important for me to work because I will develop my skills further.
- It is important for me to work to meet people.
- It is important for me to work to have something to do.
- It is important for me to work to recognize my skills and my value.

Then participants decide individually which reasons are the most important for them and share the results with the group.

The tool may be used individually by giving the list of reasons to the survivor and asking her to rank the options from 1 to 6, from most important to least important for you.

The tool shall be used only with women willing to find a job to avoid any re-victimization risk.

|                  |                      |
|------------------|----------------------|
| <b>TIME</b>      | 30 minutes           |
| <b>MATERIALS</b> | Blackboard, handouts |

<sup>11</sup>WCK, Step A / Tool 3: Exercise incentives to work , internal document.



## TOOL 13. Competency-Based CV

### OBJECTIVES

- ✓ To explore systematically women's work and life experiences in order to identify competences and start thinking about CV preparation and job search.
- ✓ To support women, especially those with a low educational level and no working experience, to find out their informal and non-formal skills and knowledge, identify their interests and empower them to make a next step in the definition of their professional plan.
- ✓ To empower women who do not have a long working experience or gaps in their work experience (for example, during situations of violence) and lack information on how to write a "standard CV" for eventual career change.

### STEP-BY-STEP IMPLEMENTATION

The activity may be broken down into two parts: a group session to explain how to write a resume and a one-to-one session to review the drafted cv.

The "standard" CV format that is usually used for interview preparation tends to include the following elements:

1. Personal Profile
2. Aim
3. Education
4. Work experience
5. Non-Profit Works / volunteer works
6. Language Skills
7. Interests / hobbies
8. References.

Women with a low level of education, little work experience, gaps in their experience or no work experience usually lack information on elements 3, 4, 5 and 6. Seeing these missing elements in their CV can be rather de-motivating. So the job of the counsellor/facilitator is to motivate participants by making visible the qualities and skills they already have. By this the counsellor not only gives women a stronger self-esteem but also raises their motivation for further learning or volunteer work.

An adapted form of competence-based CV can be later used for job search.

The facilitator distributes the handouts and asks participants to write their CVs. The facilitator provides support. A second professional (note-taker) will be helpful to help the facilitator to systemize information after each workshop.

|                  |                |
|------------------|----------------|
| <b>TIME</b>      | 3 hours        |
| <b>MATERIALS</b> | Handouts, pens |

## HANDOUT: Competency-Based CV

To get a job you need to know what knowledge, experience and proficiency you have, i.e. the abilities, talents, and skills to do something. It helps you find a job that suits you. Sometimes it is hard to see your own strengths with a critical eye. In this exercise, you together with your supervisor, identify all of your knowledge, experience and skills.

- 1.1. You have many roles in your life. You might be the mother, sister, daughter, aunt, grandmother... In these roles you do different tasks. Think about what you do, what things / tasks you perform, and write them down.

Write down the roles that you have in your family:

Your name: \_\_\_\_\_

Role 1 (Daughter)

\_\_\_\_\_

Role 2 (Mother)

\_\_\_\_\_

Role 3  
(Sister/grandmother/  
aunt/relative)

\_\_\_\_\_

Write down the tasks you do in the different roles:

|         |         |         |
|---------|---------|---------|
| Task 1: | Task 1: | Task 1: |
| Task 2: | Task 2: | Task 2: |
| Task 3: | Task 3: | Task 3: |
| Task 4: | Task 4: | Task 4: |
| Task 5: | Task 5: | Task 5: |

Write down what knowledge, skills and attitudes are necessary to be able to perform / do tasks:

|              |              |              |
|--------------|--------------|--------------|
| Knowledge 1: | Knowledge 1: | Knowledge 1: |
| Knowledge 2: | Knowledge 2: | Knowledge 2: |
| Skill 1:     | Skill 1:     | Skill 1:     |
| Skill 2:     | Skill 2:     | Skill 2:     |
| Skill 3:     | Skill 3:     | Skill 3:     |

**1.2. You may have some free time, a hobby. What hobbies and interests do you have? What knowledge and skills are required for your hobby?**

Write down your favourite hobby or your main interest.

Your hobby: \_\_\_\_\_

Task 1

\_\_\_\_\_

Task 2

\_\_\_\_\_

Task 3

\_\_\_\_\_

Write down what knowledge and skills are necessary to be able to perform / do tasks:

|              |              |              |
|--------------|--------------|--------------|
| Knowledge 1: | Knowledge 1: | Knowledge 1: |
| Knowledge 2: | Knowledge 2: | Knowledge 2: |
| Skill 1:     | Skill 1:     | Skill 1:     |
| Skill 2:     | Skill 2:     | Skill 2:     |
| Skill 3:     | Skill 3:     | Skill 3:     |

**1.3. What skills did you get in school?**

Write down which schools and programs you have gone for:

Level of education: \_\_\_\_\_

School 1

\_\_\_\_\_

School 2

\_\_\_\_\_

School 3

\_\_\_\_\_

Write the knowledge you have gained in school:

|              |              |              |
|--------------|--------------|--------------|
| Knowledge 1: | Knowledge 1: | Knowledge 1: |
| Knowledge 2: | Knowledge 2: | Knowledge 2: |
| Knowledge 3: | Knowledge 3: | Knowledge 3: |
| Knowledge 4: | Knowledge 4: | Knowledge 4: |
| Knowledge 5: | Knowledge 5: | Knowledge 5: |

Write the skills you have gained in school:

|          |          |          |
|----------|----------|----------|
| Skill 1: | Skill 1: | Skill 1: |
| Skill 2: | Skill 2: | Skill 2: |
| Skill 3: | Skill 3: | Skill 3: |
| Skill 4: | Skill 4: | Skill 4: |
| Skill 5: | Skill 5: | Skill 5: |

#### 1.4. What knowledge and skills have you gained on other courses?

Write what other courses you have studied

Level of education: \_\_\_\_\_

Course 1  
 \_\_\_\_\_

Course 2  
 \_\_\_\_\_

Course 3  
 \_\_\_\_\_

Write the knowledge you have gained on courses:

|              |              |              |
|--------------|--------------|--------------|
| Knowledge 1: | Knowledge 1: | Knowledge 1: |
| Knowledge 2: | Knowledge 2: | Knowledge 2: |
| Knowledge 3: | Knowledge 3: | Knowledge 3: |
| Knowledge 4: | Knowledge 4: | Knowledge 4: |
| Knowledge 5: | Knowledge 5: | Knowledge 5: |

Write the skills you have gained on courses:

|          |          |          |
|----------|----------|----------|
| Skill 1: | Skill 1: | Skill 1: |
| Skill 2: | Skill 2: | Skill 2: |
| Skill 3: | Skill 3: | Skill 3: |
| Skill 4: | Skill 4: | Skill 4: |
| Skill 5: | Skill 5: | Skill 5: |

### 1.5. What knowledge, experience and proficiency has your previous job given you?

Write down your previous jobs:

Sphere: \_\_\_\_\_

Job 1  
  
 \_\_\_\_\_

Job 2  
  
 \_\_\_\_\_

Job 3  
  
 \_\_\_\_\_

Write the tasks (duties) that you have had on your previous job:

|         |         |         |
|---------|---------|---------|
| Task 1: | Task 1: | Task 1: |
| Task 2: | Task 2: | Task 2: |
| Task 3: | Task 3: | Task 3: |
| Task 4: | Task 4: | Task 4: |
| Task 5: | Task 5: | Task 5: |

Write the knowledge you have gained on your previous job:

|              |              |              |
|--------------|--------------|--------------|
| Knowledge 1: | Knowledge 1: | Knowledge 1: |
| Knowledge 2: | Knowledge 2: | Knowledge 2: |
| Knowledge 3: | Knowledge 3: | Knowledge 3: |
| Knowledge 4: | Knowledge 4: | Knowledge 4: |
| Knowledge 5: | Knowledge 5: | Knowledge 5: |

Write the skills you have gained in your previous job:

|          |          |          |
|----------|----------|----------|
| Skill 1: | Skill 1: | Skill 1: |
| Skill 2: | Skill 2: | Skill 2: |
| Skill 3: | Skill 3: | Skill 3: |
| Skill 4: | Skill 4: | Skill 4: |
| Skill 5: | Skill 5: | Skill 5: |

**1.6. You may have also worked as a volunteer (unpaid and voluntary work). What knowledge, experience and proficiency you have gained by working as a volunteer?**

Write about your experience of volunteering (if you have):

Level of education: \_\_\_\_\_

Job 1  
  
 \_\_\_\_\_

Job 2  
  
 \_\_\_\_\_

Job 3  
  
 \_\_\_\_\_

Write the tasks (duties) that you have had while volunteering:

|         |         |         |
|---------|---------|---------|
| Task 1: | Task 1: | Task 1: |
| Task 2: | Task 2: | Task 2: |
| Task 3: | Task 3: | Task 3: |
| Task 4: | Task 4: | Task 4: |
| Task 5: | Task 5: | Task 5: |

Write the knowledge you have gained while volunteering:

|              |              |              |
|--------------|--------------|--------------|
| Knowledge 1: | Knowledge 1: | Knowledge 1: |
| Knowledge 2: | Knowledge 2: | Knowledge 2: |
| Knowledge 3: | Knowledge 3: | Knowledge 3: |
| Knowledge 4: | Knowledge 4: | Knowledge 4: |
| Knowledge 5: | Knowledge 5: | Knowledge 5: |

Write the skills you have gained while volunteering:

|          |          |          |
|----------|----------|----------|
| Skill 1: | Skill 1: | Skill 1: |
| Skill 2: | Skill 2: | Skill 2: |
| Skill 3: | Skill 3: | Skill 3: |
| Skill 4: | Skill 4: | Skill 4: |
| Skill 5: | Skill 5: | Skill 5: |

## TOOL 14. Competence Analysis and Action Plan

### OBJECTIVES

- ✓ To support women in summarising their competence analysis
- ✓ To support women in taking decisions regarding their professional goals.

### STEP-BY-STEP IMPLEMENTATION

The facilitator asks participants to think about what they worked on the previous sessions on competences and professional interests. Then she distributes the handout and asks women to write the competences they have, those competences that they think they could improve to integrate in the labour market and the steps they could take to achieve this improvement. After individual work, participants share the results with the group.

The facilitator helps participants to match their competences to specific jobs, according to their interests.

The results of this activity will be included in each woman's personal file in order to carry out a more precise analysis of job offers and support her in job search and further training.

|                  |                |
|------------------|----------------|
| <b>TIME</b>      | 2 hours        |
| <b>MATERIALS</b> | Handouts, pens |

### HANDOUT - Competence Analysis and Action Plan

| WHAT DO I HAVE? | WHAT COULD I IMPROVE? | HOW CAN I DO IT?<br>Steps I should take |
|-----------------|-----------------------|---|
| Training        |                       |   |
| Work experience |                       |   |
| Competences     |                       |   |



## □ SESSION 3.2: DEVELOPING KEY SKILLS

### TOOL 15. Setting Your Limits

#### OBJECTIVES

- ✓ Getting to know one's body boundaries
- ✓ Learning to preserve the interpersonal space
- ✓ Learning to set limits
- ✓ Developing assertiveness and communication skills

#### STEP-BY-STEP IMPLEMENTATION

Bodywork group session. Participants learn to defend their own personal and body space by detecting body signals that they find pleasing and those that bother them or are invasive.

Through this exercise, women observe and analyse the ability to set their own limits when someone approaches them. At the same time they learn to be bodily assertive and transfer this assertiveness to verbal communication.

1. Participants divide into two groups of the same size.
2. Each group is placed in front of the other, leaving an approximate distance of 5 to 8 meters.
3. The first group gets instructions that each one of them must approach the woman in front of them in the other group in a straight line and with different kinds of intention (friendly, happily, invasively, aggressively...). These intentions must be expressed clearly.
4. The women in other group get the instructions that if they feel invaded they should stop the woman who approaches them, or if they find their presence pleasing, they should allow them to approach them.
5. The roles are exchanged so that all women to go through both groups.
6. At the end of the exercise, participants are invited to share how they felt, if they had difficulties to set their limits what approaching attitudes found easier to handle.

|                  |          |
|------------------|----------|
| <b>TIME</b>      | 1 hour   |
| <b>MATERIALS</b> | Big room |

## TOOL 16. Being Assertive at Work

### OBJECTIVES

- ✓ To understand what assertiveness is
- ✓ To analyse the situations where there are difficulties to be assertive, especially in job searching and job contexts
- ✓ To promote assertive communication and develop communication and negotiation skills

### STEP-BY-STEP IMPLEMENTATION

Assertive communication facilitates social relationships. Developing this competence is necessary for the recovery of IPV survivors. This tool focuses on transferring assertive abilities in everyday life to job search/work situations.

The facilitator provides an explanation about what assertiveness is and how it is put into practice. It may be useful to inform participants about their labour rights and relevant labour legislation in their country

Participants think of situations in job search (e.g. a job interview) or the workplace where they had difficulties or had to be assertive and choose one of them.

Women organise in pairs to role-play the situation. After 20 minutes they do the role-play before the rest of the group. The aim is to represent the situation feeling empowered and understanding that we are able to communicate in such a way that we defend our rights.

Finally, the facilitator asks participants to express their feelings and evaluate the activity.

|                  |         |
|------------------|---------|
| <b>TIME</b>      | 2 hours |
| <b>MATERIALS</b> | None    |

## SESSION 3.3: KNOWING MYSELF

### TOOL 17. Being a Woman

#### OBJECTIVES

- ✓ To understand and become aware of the roles that society assigns to women.
- ✓ To analyse the sexist messages of the media
- ✓ To understand how these stereotypes have affected participants' own life history

#### STEP-BY-STEP IMPLEMENTATION

Group session of analysis and awareness-raising on preconceived ideas about men and women and how they have affected the lives of women.

The facilitator makes a brief introduction about the roles assigned to women throughout history. Then she opens discussion on the following:

- How do you think women are?
- How do you think men are?

The answers are analysed and the facilitator may then ask if each feature may be present both in men and women.

Then she starts another discussion: What image do you think the media (especially advertising) give you about women's and men's roles?

To answer this question, participants make a collage of advertising images from magazines and television ad videos representing women and men.

They discuss the different roles, paying attention to the objectification of women and the sexist messages.

Finally, the facilitator asks: Being a woman, what difficulties or advantages did you have?

To answer this last question participants make a mural with two columns: advantages and difficulties. Each woman writes or draws in each column their advantages or difficulties.

|                  |   |
|------------------|---|
| <b>TIME</b>      | 2.5 hours   |
| <b>MATERIALS</b> | Discriminatory and sexist images from advertising on magazines or newspapers, and TV ad videos. Materials to make a mural: brown paper, markers and coloured pencils. |

## TOOL 18. Structural, Personal and Competence Factors

### OBJECTIVES

- ✓ To support women to understand the differences between structural, personal and competence factors.
- ✓ To raise awareness on the existence of structural factors restricting women's opportunities.
- ✓ To support women to identify the structural, personal and competence factors affecting their individual situation.
- ✓ To raise awareness on the common problems and strategies among women.
- ✓ To reinforce individual and collective initiative and support among women.

### STEP-BY-STEP IMPLEMENTATION

The facilitator asks women to think about things they want to do in their life (for example, having a job, a nice house, children, etc.). They make a list with all their wishes. Then they think about possible obstacles they find to make their dreams come true (for example, they are not able to find a job because there is a lot of competition in the labour market right now). After all women have reflected about their dreams and obstacles, participants share their thoughts in the class and the facilitator collects ideas in the following table:

| What We Want To Do | What Prevents Us From Doing It |
|--------------------|--------------------------------|
|                    |                                |
|                    |                                |
|                    |                                |
|                    |                                |
|                    |                                |

This will allow women to see that many of the wishes and difficulties are shared among several participants of the group.

Then the facilitator will label the obstacles that came out during the session and organise them in three groups: personal factors, structural factors and competence factors (see table 1 as an example). The facilitator explains the three types of elements in basic terms:

- ✓ Structural factors: things that many of us share and we cannot change individually, but may be changed over time with collective action. The facilitator may comment that it is obviously very common that we don't have many of the things we want.
- ✓ Personal factors: things that are particular to our individual situation and we may be able to change or not. They may also be related to structural factors.
- ✓ Competence factors: things that speak about our individual knowledge, abilities and attitudes and that we can change.

This will help women to understand what they may be able to change in their life and what they should be able to negotiate with. From a gender and intercultural perspective, a special emphasis is given to inequalities related to gender and origin discrimination, which limit the personal development opportunities of women. This analysis is useful to assess employability, opportunities and limitations in lifelong learning, personal development, social inclusion and a variety of contexts and situations.

After all factors have been identified, the facilitator opens a discussion about what can participants do to overcome the different obstacles listed and makes a list on the blackboard (see an example in table 2 the handout). This will allow participants to start to see their individual objectives related to their personal project. It will also help participants to see that structural difficulties can be compensated with the

development of individual competences, and what kinds of collective action may help reduce structural inequalities.

|           |                                     |
|-----------|-------------------------------------|
| TIME      | 2 hours                             |
| MATERIALS | A blackboard, pens, paper, markers. |

## EXAMPLES

**TABLE 1. STRUCTURAL, PERSONAL AND COMPETENCE FACTORS**

| Structural Factors | Personal Factors                                       | Competence Factors               |
|--------------------|--|----------------------------------|
| Economic crisis    | Having three children to take care of, and no support. | Not being able to use a computer |
|                    |  |                                  |
|                    |  |                                  |
|                    |  |                                  |
|                    |  |                                  |

**TABLE 2. WHAT TO DO ABOUT THE DIFFERENT FACTORS**

| Factor   | Type of Factor | What to Do   |
|--|----------------|--|
| Economic crisis  | Structural     | Being informed about the situation, sharing concerns and support strategies with other people... |
| Having three children to take care of, and no support. | Personal       | Asking a friend to take care of my children once in a while...                                   |
| Not being able to use a computer                       | Competence     | Trying to find a free computer course, asking my daughter to teach me...                         |
|  |                |  |
|  |                |  |

## TOOL 19. Activity Mapping

### OBJECTIVES

This tool and the following one consist in participatory activities aimed to foster women's reflection and discussion around the uneven burden of unpaid care work on women and the impact on their lives and rights. The tools have been taken and adapted from a training curriculum for community facilitators based on the Reflection-Action methodology<sup>12</sup> developed by ActionAid International and IDS in collaboration with Oxfam GB<sup>13</sup>. The two tools included in the present toolkit can be used with groups of women of any literacy level involved in an economic empowerment path. We believe in fact that conscientisation on the value of unpaid care work and on the necessity to distribute it more equally between families and institutions and between men and women should be considered a necessary part of a broader process of women's empowerment.

This tool looks at the different activities that women and men do each day and how this contributes to the local economy.

Participants see that care for people is a critical part of the economy even if this is not paid work. Participants also begin to discuss the division of labour between women and men and why some activities are more often done by women rather than men and vice versa. This tool asks participants to think about all the activities they do in their daily life and map this out on cards for participants to categorise. This includes activities such as cooking breakfast, resting, paid work, sport activities.

### STEP-BY-STEP IMPLEMENTATION

**Step 1:** In a group discussion participants list out ALL of the activities that normally do during the day.

**Step 2:** Participants draw, or write if they can, one activity per card. Men and women will be given different coloured cards – for instance, men may receive green cards while women receive yellow cards. If it is a women-only group ask them to also write down or draw activities that men do normally on different coloured cards.

**Step 3:** The facilitator then asks 'Which of these activities helped you to take care of your family and friends?'

**Step 4:** The participants then group these activities together including the four categories – housework, care of children, care of adults (see table below). The facilitator places a card above these activities titled 'Care for people'.

**Step 5:** The facilitator then asks, 'Which of these activities are paid or generate income?'

**Step 6:** Participants then group these activities together and the facilitator places a card above these titled 'Paid work'.

**Step 7:** 'Which activities do you do in your leisure time?'

**Step 8:** Participants then group these activities together and the facilitator places a card above these titled 'Recreational activities'.

**Step 9:** 'Which activities relate to resting and taking care of yourself?'

**Step 10:** Participants then group these activities together and the facilitator places a card above these titled 'Rest and self-care'.

---

<sup>12</sup> [www.reflect-action.org](http://www.reflect-action.org)

<sup>13</sup> ActionAid, IDS, Oxfam, *Redistributing care work for gender equality and justice - a training curriculum*, June 2015: [www.actionaid.org/sites/files/actionaid/redistributing\\_care\\_work\\_final\\_0.pdf](http://www.actionaid.org/sites/files/actionaid/redistributing_care_work_final_0.pdf)

**Table: Activity Categories**

|   |  |
|---|--|
| <b>Paid work</b>                          | Doing wage or salary work  |
|   | Working in own/family small business   |
|   | Producing products for sale/market   |
|   | Small-scale trading  |
|   | Domestic worker  |
| <b>Care for people (unpaid care work)</b> | Housework (preparing food/cooking, cleaning the house, washing clothes, shopping for food and household products)  |
|   | Care for children (feeding, bathing and dressing a child, playing with a child, helping a child with school work, accompanying a child to school or clinic or any other public service, moral support, community work) |
|   | Care of adults (feeding, bathing a disabled, old or sick adult, accompanying an adult to health clinic or any other public service, moral support, community work)   |
| <b>Recreational activities</b>            | Learning (attending adult education class, doing homework)   |
|   | Social and cultural (socialising with friends and family, praying, attending a ceremony (e.g. funeral), attending a sport event, doing sports/other hobbies)   |
|   | Mass media use (watching TV, listening to radio, using the internet, reading newspapers, using mobile phones)  |
| <b>Rest and self-care</b>                 | Sleeping (sleeping, resting in bed)  |
|   | Other self-care (eating or drinking, dressing oneself, washing oneself, receiving healthcare)  |

**Critical questions:**

- Is there anything missing from this activities mapping?
- Does this activity mapping capture the main activities that you see in your community?
- Identify those activities that take up the most time for you.
- As women's cards and men's cards will be different colours it will be visually clear which activities men and women spend more time doing.
  - What activities do men and women do that are the same? What activities do men and women do that are different, and why?
  - What activities do girls and boys participate in?
  - How much time do women and men spend on different activities?
  - Can both men and women do the care activities listed here?
  - Are there activities that are done more by younger women?
  - Are there activities that are done more by older women?
- How does the quantity of money you have affect how much time you spend on care work activities?
- Which of these activities do you do at the same time?

**Power issues to consider:**

**Gender:** Having different colour cards for women and men will immediately show the similarities and differences between their activities. In most cases women and girls will be more involved in care work activities than men and boys. You will likely find that men have more time for paid work either as agricultural labourers, factory workers, traders etc. Many women will be involved in paid work and unpaid work such as subsistence agriculture. Here facilitators want to show that women are involved in paid and unpaid work alongside unpaid care work. To deepen the analysis facilitators can ask:

- What is the value of the unpaid and care activities?
- How does that impact on how we see women's and girls' contribution to the economy/community?

**Age:** Children and youth may have different activities than women and men as they may be in school rather than working. However, girls may be asked to carry a heavier care workload compared to their brothers or other male components of the family. Older women may also have to take on more care work than older male relatives.

**Disability:** People who are disabled or challenged physically and mentally and those who may be sick (due to old age or a disease) are often care responsibilities for other members of the household. This would imply increased unpaid care work for other household members and they may need to access community care and support.

**Class:** Some people in the community will also be able to pay for care services and goods while others will not. For instance, richer community members might be able to pay for electricity or hire domestic workers in their households to help with the cooking and taking care of children. This will mean they spend less time on care work than poorer households.

#### **EXPANDING THE DISCUSSION:**

Care for people – can it be paid for? Yes – care work can be paid for such as hiring a domestic worker or paying for a childcare centre. Cooking in a restaurant or nursing for patients in a hospital are all examples of paid care work.

How do salaries for paid care work compare to the salary of an engineer or a politician? Salaries for care-related work are often much lower as they are assumed to require low levels of skill even though they have many benefits for the community. This can show that paid care work is often undervalued and underpaid despite its contribution to the economy.

Should all work related to the care for people or the environment be paid for? Not all unpaid care work should be paid for – i.e. care of one's own children, taking care of an elderly parent, protecting a community's river and forests.

A note on the monetisation of care – This module does not suggest that all unpaid care work should be paid for. The strategy is to recognise care work, reduce it and most especially redistribute it so that care work is not concentrated on women and girls alone. It is also important to consider that even when care work is paid it is underpaid because it is considered women's work and is less valued. Therefore in the case of paid care workers, such as domestic workers, nurses or childcare providers, we want to see them earn a living wage because the care provided benefits individuals and society as a whole.

|             |         |
|-------------|---------|
| <b>TIME</b> | 2 hours |
|-------------|---------|

|                  |                                   |
|------------------|-----------------------------------|
| <b>MATERIALS</b> | Coloured cards, pens, brown paper |
|------------------|-----------------------------------|



## TOOL 20. How Can Care Work Be Shared?

### OBJECTIVES

Description: the idea of collective responsibility is depicted by distributing personified roles (i.e. husband, daughter, civil servant, etc.) amongst participants for the person sitting in the middle, the caregiver, to list the number of actors that can support and share her care work towards the achievement of her rights.

Objective: to introduce the idea that care is a collective responsibility that involves not only households, but also the private sector and, especially, the state. To introduce the state as the key duty bearer responsible for addressing the unequal distribution of care work and systemic gender inequality and injustice.

### IMPLEMENTATION STEP-BY-STEP

Steps for using the tool:

**Step 1:** Participants choose the care work activity that they most want to be distributed, for instance, child care, caring for ill people, cooking or water collection. The facilitator asks: who are the people doing this task now? (i.e. mother, eldest daughter). The caregiver named is situated in the middle of the square. The selected care activity is represented with a symbol and located in the caregiver's hands. A real case, a participant from the circle, can be used.

**Step 2:** Around the person four areas are drawn. The facilitator now presents the first two areas. One is the household (i.e. family) and another one the community (i.e. neighbours, friends, NGOs, religious organisations, elders' council). Participants choose symbols for the two spaces.

**Step 3:** Participants are then asked to think of people from the household and community that are helping the person in the middle to do the selected care activity (i.e. child care) besides the person in the middle.

**Step 4:** The facilitator now presents the other two areas around the person sitting in the middle, one is the state (i.e. local government/municipality) and another one the private sector (i.e. employer, markets, shops). Participants are then asked to think of people from the state and the private sector that are helping the person in the middle with the selected care activity. For instance, in the case of the state, this could be a school teacher, a nurse, a local councillor who has brought a childcare facility to the area. For the case of the private sector, this could be an employer who has included a childcare facility in the workplace or a local business providing paid childcare services (in this case, the facilitator can remind that paid services should not substitute state free public services when it comes to care, especially in poor areas).

#### Critical questions:

Ask the person in the middle about the real situation:

- Do you have few or many people sharing your caring task?
- The people around you, do they also do lots of other care work and have no time for other non-care activities (i.e. eldest daughter, nurse in the local clinic)? Or could they do more?

Ask the person in the middle about the ideal situation:

- An ideal care work share square can be drawn by adding more people so that care work can be better shared and distributed. Who else could do this task in four different squares? This would allow those presently doing the task to take less time/physical strain/money to complete the caring task.
- Is there someone missing in the family and community that could do more care work (i.e. men and community groups)? And in the state (i.e. more nurses) and private sector? The facilitator should make sure that the state square is filled up with ideas since the state is a key actor for redistributing care work, especially in areas where people cannot afford to pay for care services.

The facilitator can close with the key idea that care is everybody's responsibility and we cannot leave one or several people to do it all, as this is unfair and leads to violations of their human rights.

**Tip for the facilitator:**

If the group is interested in learning more about how care is included in human rights documents consider sharing this brief summary with them:

- 187 out of 194 countries have ratified the Convention on the Elimination of All forms of Discrimination Against Women (CEDAW). CEDAW explicitly recognises women's disproportionate responsibility for some aspects of care and the impact this has on their human rights:

"The responsibilities that women have to bear and raise children will affect their right to access education, employment and other activities related to their personal development. They also impose inequitable burdens of work on women... Relieving women of some of the burdens of domestic work would allow them to engage more fully in the life of their communities. Women's economic dependence on men often prevents them from making important political decisions and from participating actively in public life."

Governments are therefore responsible for ensuring that the responsibility for care does not encroach on fulfilling women's rights, while also guaranteeing those in need of care can access good quality care provision. Many other internationally agreed human rights obligations are also relevant. For instance, governments have an obligation to respect, protect and fulfil all the human rights contained in the International Covenant on Civil and Political Rights and International Covenant on Economic Social and Cultural Rights 'without discrimination of any kind'. This means that governments must ensure that women are able to fully enjoy rights such as the right to work, the right to political participation, the right to social security, the right to freedom of expression, the right to an adequate standard of living on an equal basis with men.

|                  |                           |
|------------------|---------------------------|
| <b>TIME</b>      | 1 hour                    |
| <b>MATERIALS</b> | Basket, brown paper, pens |

## MODULE 4

# Empowerment: My Skills and Job Searching

### SESSION 4.1: NETWORKS and COLLECTIVE EMPOWERMENT

## TOOL 21. My Personal Network

### OBJECTIVES

- ✓ To assess the consequences of isolation and the feeling generated by the loss of social support.
- ✓ To reflect on the importance of a broad social network.
- ✓ To facilitate strategies to start and / or expand the network.
- ✓ To inform about resources, services, networks and alternatives of support and exchange.

### STEP-BY-STEP IMPLEMENTATION

#### 1. What is a network?

In this activity, participants are accompanied in the assessment of the need to have a social network and the consequences of the isolation that often goes together with the experience of IPV.

Participants are invited to brainstorm on what a network is. To do this, the facilitator gives women a ball of wool. Each time a woman talks, she gets the ball, so that a wool network is created between the participants.

The facilitator writes the ideas that come up on the blackboard or flipchart, and adds other ideas, if they do not come up. She stresses the importance of having a social network of support against the isolation that is often associated with IPV. Participants reflect on the consequences of the isolation and the feeling generated by the loss of social support.

The physical metaphor created by the wool forming a network allows visualising the importance of networks, as well as the fact that networks can be re-made.

#### 2. Drawing your network

Women are asked to draw their own support network on a paper board. The facilitator leaves enough time for this personal exercise and then participants are invited to share results with the group.

- How is your network?
- How did you feel drawing your network?
- Would you have drawn a different network at another time in your life?
- Do you want to draw a different network for your future?

Think of...

- family
- neighbours
- relatives
- schoolmates groups of common interests
- individuals I met on holiday
- members of women's group
- colleagues (former colleagues)
- teachers (former teachers)
- ...

### 3. Let's expand our network

This activity has the aim of encouraging women to generate strategies to expand their social network. Participants are invited to brainstorm on the question: "How can you expand your network?". First, they think individually and write their ideas on coloured cards/paper boards. Next they share them with the group and cards are pasted on a large paper board or mural on the wall. Then the whole group comments on the ideas.

If the following ideas do not come up, the facilitator may add them:

#### General ideas:

- Obtaining occasional support from services/organisations on specific issues
- Expanding social relationships
- Finding alternative ways to relate and/or live
- Breaking isolation
- Meeting people in different contexts
- Activating

#### More specific ideas:

- Enrolling in courses or going to talks and workshops.
- Participating in an association (brainstorming on different kinds of associations and what associations they know)
- Meeting people in spaces where we move (work, school, children, park...)
- Meeting new people through the contacts I already have
- Joining friendship groups (Internet, magazines...)
- Neighbours
- Family

Next each woman writes on a paper 5 ideas on how to expand her own network. Participants are invited to share their ideas with the rest of the group.

Please note that this tool can be used both in a group or in an individual session, preferably with the support of a psychologist.

|                  |   |
|------------------|---|
| <b>TIME</b>      | 1,5 hours   |
| <b>MATERIALS</b> | Blackboard or flipchart, ball of wool, brown paper for a mural, paper boards, markers, pens |

## TOOL 22. Networking for Job Opportunities<sup>14</sup>

### OBJECTIVES

- ✓ To explore how current and planned expanded networks could be used for networking for job opportunities
- ✓ To train the competences of planning and decision-making

### STEP-BY-STEP IMPLEMENTATION

#### 1. Networking for job opportunities

The facilitator explains:

Of course we need support whenever we have a big goal. And it's important that we get the right kind of support that provides us with energy, focus, and optimism. It's not hard to find people who think the job market is bad, the economy is terrible, or your situation is impossible. You don't have to think in the same way. It's not that they're wrong, they may have some facts and reasons for what they believe.

You want to focus on what's positive. For every company that's doing poorly, there's one starting or growing. If you are a survivor that is looking for a new job or fresh start there are many opportunities to do so. People get new jobs and make fresh starts every day. Your situation is unique, and you will get what you're looking for. And you'll get it faster with safe and positive people supporting you.

A fairly significant number of job openings are filled through acquaintances and personal contacts. We need to know how to be informed about them. In other words, we need to know how to develop a network of information and support in my efforts to secure a job as well as how to approach the employer to succeed in getting a personal interview.

Networking is not only an acceptable and effective way to find work but can also be applied to all situations of our daily lives because:

- It makes it easier to access information
- Creates opportunities for exchanges
- Leads to new relationships, new opportunities
- Broadens the horizons, both professional and personal
- Helps achieve goals and expectations
- Meets basic need for contacts
- Improves my personal and professional life
- .....
- .....

Then the facilitator gives them 10 minutes to think of the work they did in the tool "My personal network" (current network and plans to expand their network) and think about which job opportunities may arise from that and how they could use them.

They may use table on the handout to see what job contacts they have in their network and where there are gaps. The facilitator asks them to include people and organizations that provide them with the following kinds of support:

- Job Search
- Moral and Emotional Support
- Networking Connections
- Brainstorming Ideas

#### 2. Tips to expand professional contacts

The facilitator explains:

The aim of communication/contact with members of the network is first to be informed about possible job openings or possible professional organizations. I need to prepare and have the following in mind:

- Remind them of who I am and where we met.
- Explain the reason why I had this contact without letting the person I am talking try to imagine what I am asking from him.

---

<sup>14</sup> Partly adapted from ERGANI / Women's Centre of Karditsa, *Step D / Tool 3: Networking*.

- Point out why I contacted him. (Due to your position, you are aware of the labour market, you work in the sector I am interested in so you may have heard of a job opening, etc.).
- Briefly present myself and my qualifications.
- Be specific about the way they could help me (direct me to acquaintances that could help me, mention their name as a source of recommendation etc.)
- Politely ask about when you could contact him again.

#### HANDOUT 1 - Networking for Job Opportunities

| Name of Person or Organization | Type of Support they Provide | Ways to Use their support | Ways to Thank Them |
|--------------------------------|------------------------------|---------------------------|--------------------|
|                                |                              |                           |                    |
|                                |                              |                           |                    |
|                                |                              |                           |                    |
|                                |                              |                           |                    |
|                                |                              |                           |                    |
|                                |                              |                           |                    |

|             |         |
|-------------|---------|
| <b>TIME</b> | 2 hours |
|-------------|---------|

|                  |             |
|------------------|-------------|
| <b>MATERIALS</b> | Paper, pens |
|------------------|-------------|

## TOOL 23. Women's Networks and Mentoring

### OBJECTIVES

- ✓ To get to know women's organisations and survivors that may act as role models
- ✓ Promote the support among the participants, beyond the group, posing different alternatives of continuity.
- ✓ To recognize and value group members.

### STEP-BY-STEP IMPLEMENTATION

#### 1. Visit or talk

The facilitator organises a visit to a women's organisation or a talk by a representative of an organisation or a survivor who is personally and economically empowered.

The facilitator promotes discussion and fosters the establishment of links for further participation in the organisation or the creation of mentoring relationships.

#### 2. The future of the group

This activity allows participants to evaluate and decide if they want to give continuity to the trainees' group.

The facilitator distributes small paper boards and women write individually if they want to continue sharing things with the other women in the group in the future (for example, specific things they would like to do with some participants or the whole group).

They hand over the cards anonymously. Next the facilitator reads them and comments:

- Have there been any ideas already to keep in touch?
- What could they be?
- How could you do it?
- Would you be willing and ready to do it?

The facilitator may suggest both face-to-face and online contact, e.g. Facebook groups, WhatsApp groups.

|                  |                                       |
|------------------|---------------------------------------|
| <b>TIME</b>      | 2 hours (Part 1), 30 minutes (Part 2) |
| <b>MATERIALS</b> | Paper boards                          |

## SESSION 4.2: JOB SEARCH TECHNIQUES

### TOOL 24. Putting Safety First

#### OBJECTIVES

- ✓ The goal is to be proactive about both being safe and feeling safe. One of the steps necessary to feeling proactive is creating awareness about the individual safety level of a survivor. Different people feel safe in different situations related to job search and work. Others do not. Either way a survivor needs to be aware of her own safety level so she can create her job search approach.

#### STEP-BY-STEP IMPLEMENTATION

Important note: This is not an objective risk analysis, but a subjective analysis of safety by the survivor at a specific time. The purpose is that the survivor is aware of the risks she may take: some may be too confident about their safety, while others may be too afraid to act.

However, the facilitator should have an ongoing separate objective risk analysis, in coordination with other professionals working with the woman (psychologists, legal professionals, etc.), to be alert on possible risks during the course. The subjective analysis in this tool may provide elements for further investigation.

##### 1. Safety assessment

The facilitator explains:

It is important to proactively address safety concerns during job search and at your job. Each individual situation is unique, yet there are safety practices we can apply across many scenarios. The first step to managing your safety is to be aware of your own level of comfort in typical job search and workplace situations.

The facilitator distributes to participants handout 1. Handout 1 has a list of common job search and workplace scenarios. There are also columns saying "Safe", "Neutral" and "Unsafe". Survivors should go through and rate each scenario on the list by X in the box that best matches her feeling about that activity. If there are any scenarios that are missing participants can put them in rows labelled "Other". There is no right or wrong answers.

The facilitator allows enough time to work (10 minutes), supports participants if there are questions and observes the comfort level of the participants.

After 9 minutes, the facilitator warns that there is only 1 minute left. After everybody finishes, she asks them to count the number of "Safe" Xs, "Neutral" Xs and "Unsafe" Xs and write the total number at the bottom of the sheet.

##### Questions for discussion:

- Who thinks that knowing your perception of safety level is useful?
- Who feels better? Why?
- Who feels worse? Why?

When asking these questions the purpose is to give the participants a chance to share any reactions that automatically coming up and ensure that those feelings are OK.

The facilitator listens carefully and with empathy and provides feedback to what they say, so they feel heard and respected. She tells them that all reactions are OK and are a useful part of becoming more aware of their situation and thank them for sharing.

##### 2. Safety Analysis

Each participant should write her Safety Level Total in the boxes on the top of the page and write the situations of the previous page where they feel the safest and the least safe.

The facilitator asks women to put their pens down and says: "It's useful to identify scenarios where you feel safe and comfortable as well as those where you don't. This enables you to make choices that put you in situations where you feel safe and minimize the situations where you don't".

She asks the participants:



- During your job search and in your current or future jobs, how could you make sure you repeat the “safe” scenario?
- During your job search and in your current or future jobs, how could you minimize the “unsafe” scenario?

Finally, the facilitator says: “Notice how you are already developing more power and choice in your job search, your job and your career”.

### **3. Applying Safety Best Practices to Your Job Search and Workplace**

1. The facilitator asks participants to work in small groups and think about how they may apply safety in different key aspects of job search. She suggests the following questions to guide the discussion:

#### *Networking*

- ✓ What contact information is needed for a job search?
- ✓ How do you communicate with people safely during this process?
- ✓ What do I need to increase my feeling of safety while networking?

#### *Social media*

- ✓ Which sites are most useful when finding a job?
- ✓ What information is relevant to share on a site and what is not?
- ✓ What are the ways you can conduct a job search without using these sites?

#### *On-the-job duties*

2. After some discussion, the small groups share the results with the rest of the group. The facilitator provides the following tips:

Networking is making connections. Making connections is an important part of the job search process. This often leads to sharing contact information and your resume.

#### **QUICK TIPS**

- ✓ Set up an email that only you can check. Do not include your first and last name in your email address. Instead use your initials combined with a number. Make sure that whatever you use is professional and appropriate.
- ✓ Update your resume and answer email at the Public Library or friends’ home.
- ✓ Build a Safety Net for yourself by communicating with a friend, family member, or counsellor about networking activities, interviews, and other scheduled items so they know where you are, who you are meeting, and when you’ll be back.

Social Media sites like Facebook, Linkedin and others devoted to connecting people might be good ways to look for job opportunities, and you want to make sure you use these sites with safety in mind.

#### **QUICK TIPS**

- ✓ Google yourself to see where your information comes up on the Internet. Contact the webmasters to remove information you don’t want available.
- ✓ Avoid listing address and other personal information (including name, email, phone number, and photos) on public sites.
- ✓ If you are using Facebook, Linkedin and other public sites, make sure your postings are professional and appropriate.
- ✓ Learn how to manage your privacy settings on any site you join.

On-the-job duties. It is best to be clear and honest with yourself and your employer about what work environment and on-the-job duties work for you or are problems for you.

#### **QUICK TIPS**

- ✓ Determine any deal-breakers for yourself in advance. Be prepared to ask directly about these after you are offered the job but before you accept it. Make sure you can fulfil the job expectations before accepting the job.
- ✓ Know that a job that fits into your safety requirements will allow you to perform your duties better, which is what your employer wants too. (Go to Handout 2 )

## HANDOUT 1 - Putting Safety First: Safety Assessment

For the following situations, mark an X if you feel Safe, Neutral or Unsafe. Feel free to add situations specific to you in the Other rows.

| Safe | Neutral | Unsafe | Situations  |
|------|---------|--------|---|
|      |         |        | Job Search Situations                                     |
|      |         |        | Putting my personal information on my resume.             |
|      |         |        | Putting my work history on my resume.                     |
|      |         |        | Sharing references with a potential employer.             |
|      |         |        | Networking on Facebook.                                   |
|      |         |        | Networking on LinkedIn.                                   |
|      |         |        | Giving out your contact information at networking events. |
|      |         |        | Going to interviews.                                      |
|      |         |        | Other:  |
|      |         |        | Commuting Situations                                      |
|      |         |        | Driving to and from work.                                 |
|      |         |        | Taking public transportation.                             |
|      |         |        | Working far from home.                                    |
|      |         |        | Working near to home.                                     |
|      |         |        | Walking to and from your car.                             |
|      |         |        | Other :   |
|      |         |        | Work Environmental Situations                             |
|      |         |        | Working a night shift.                                    |
|      |         |        | Working in a secure building.                             |
|      |         |        | Working in a building that's open to the public.          |
|      |         |        | Working in an open area with others always around.        |
|      |         |        | Working alone in an office.                               |
|      |         |        | Working on a delivery route.                              |
|      |         |        | Opening or closing an office, store or restaurant.        |
|      |         |        | Using and in/Out Board.                                   |
|      |         |        | Having a set schedule.                                    |
|      |         |        | Having a flexible schedule that's always changing.        |
|      |         |        | Answering the phone.                                      |
|      |         |        | Other :   |
|      |         |        | Work Relationship Situations                              |
|      |         |        | Developing work relationships with colleagues.            |
|      |         |        | Developing friendships with colleagues.                   |
|      |         |        | Working with someone who may know your history.           |
|      |         |        | Other:  |
|      |         |        | Childcare Situations                                      |
|      |         |        | Leaving children with certain people during work hours.   |
|      |         |        | Dropping children off and picking them up.                |
|      |         |        | Other :   |
|      |         |        | Total of Xs in Each Column                                |

## HANDOUT 2 - Putting Safety First: Safety Analysis

Write the total number of Xs in each column. Keep in mind that safety is an evolving process. This captures your relationship with safety today.

| Safe              | Neutral          | Unsafe           |
|-------------------|------------------|------------------|
|                   |                  |                  |
| High safety Level | Mid Safety Level | Low Safety Level |

Write the situations/s in the other page where you feel the least safe (or add more situations if they were not mentioned).

.....  
 .....

.....

.....

.....

Write the situations/s in the other page where you feel the safest (or add more situations if they were not mentioned).

.....

.....

.....

.....

.....

What is helpful to remember about safety during this process?

.....

.....

.....

.....

.....

|                  |  |
|------------------|--|
| <b>TIME</b>      | 35 minutes (Assessment : 10 minutes; Analysis : 10 minutes; Statement: 10 minutes; Partner Share: 5 minutes) |
| <b>MATERIALS</b> | Paper and pens, printed handouts.  |

## TOOL 25. Safe Usage of Social Media

### OBJECTIVES

The suggested exercises in this category will enable women IPV to:

- ✓ To surf the internet safely
- ✓ To use smartphones safely – i.e. turn off GPS
- ✓ To avoid credits
- ✓ To use social media safely
- ✓ To identify the most important things to do in order to surf safely on the Internet

### STEP-BY-STEP IMPLEMENTATION

#### 1. The role and usage of Social Media and their benefits to our lives (presentation)

The facilitator presents the following information in the form of lecture or presentation, and asks questions.

Nowadays Social Media plays an important role in our life, we are using it to keep in touch with our friends and make some new friends. Besides that social media is a way to show the world what we are doing by means of posting pictures or videos. These tools are all very useful, but do they control our life too much?

A few years ago Social Media wasn't that big yet, but nowadays people are able to use it for almost anything in their daily life. Why would people buy CD's when we have Youtube? Why would people buy newspapers when we have Facebook and Twitter? When we wake up we don't need to go out of bed to see what's going on in the rest of the world. Everything looks and feels easier to do with social media. But is the impact of social media in our daily life too much?

Browsing on Social Media websites can make you feel connected to a larger community, but this is a false sense of connection. Social media can make it difficult for us to distinguish between important relationships from the real world and normal relationships formed through social media. Due to our social media relationships there will be a higher chance that our most meaningful relationships will weaken.

The second negative impact of social media is that people (children; women) are very sensitive for cyber-abuses. Through social media it is easier to terrorize victims anonymously and this will tend to deep mental scars at the people who are getting abused. Social media websites are very useful for companies to keep in touch with their customers and get some important information about them, but there is also a negative side: personal information is easily exposed.

Some shocking facts:

- Every photo uploaded onto Facebook becomes Facebook's property
- Once you like a site, or book a vacation through it, it starts using your data, sending you another similar offers
- We can be stoked through the camera of our pc's
- When the GPS coordinates on our phones are on we are 100% trackable

#### 2. Tips for the safe usage of social media (presentation)

The facilitator presents the following information in the form of lecture or presentation, and asks questions.

- Social networking means opening up and sharing information online with others, but there's some information you should never share online. Protecting this information can help prevent everything from identity theft to your physical safety. Never share your Social Security Number (including the last 4 digits), birth date, home address, phone number (business phone can be an exception), and place where you were born.

- Social networking sites are increasingly giving users more control over their privacy settings. Don't assume you have to take whatever settings the site gives you. Check out the privacy sections to see your options for limiting who can see various aspects of your personal information.
- Would you put your full resume online for everyone to see? Probably not. It would be too easy for identity thieves to use the information to fill out a loan application. Limit your work history details on sites like Facebook. Erasing the history of your phone/computer chats may release you from the bad past situations.
- It is really easy to set up a Facebook or LinkedIn site using a false or impersonated identity, including links to malicious sites. This means you need to verify that a page claiming to be from a friend actually belongs to that person before sharing too much information or clicking on the links.
- You wouldn't put a note on your front door stating, "Away for the weekend...Returning on Monday." Micro-blogging tools like Twitter sharing "What are you doing right now?" features in Facebook, LinkedIn and other social networking sites make it easy to let details slip that you wouldn't otherwise broadcast (to friends or strangers). Be aware of what information you put out there which others might use for nefarious purposes.
- It's a good idea to search your name on Google and check out your profile as others see it on social networking sites. Understand where you are showing up and what information is available about you, and then adjust your profile, settings and habits appropriately. Don't worry, it's not vain if you only search your own name once a month or so.
- The growth in social network sites means sites want to use your information to market and sell goods to you. What information from your profile or page content can plug-ins such as Facebook Applications use? Review the site's privacy policy, reveal details about yourself appropriately and activate every privacy setting you can control.
- Accepting friends' requests from people who we don't know in person may be dangerous. Do you do this often? In what conditions?

### 3. Quiz on safe usage of social media

The facilitator divides the women in teams according to the number of participants. Give the participants 10 minutes time in order to discuss in between what they have just learned. Then the competitions starts and the trainer presents the questions one by one. After each question the group has 10 sec to decide which the right answer is. After each answer the facilitator mark how many points each team have gained. Every right answer is equal to 1 point.

At the end there should be 10 minutes left in order for the group to share opinions and give feedback about the way they felt. Examples of end discussion questions: How do you feel?; Are you more informed now?; Did you learn something new?; Was this information helpful? Why?; Is there something else you would like to discuss?

### 4. Creation of Facebook/Twitter/Youtube account

The activity has two parts: first creation of personal profiles by the participants, secondly discussion on whether they have noticed something new while creating the new accounts.

They should be able to answer the question: Was their approach somehow different from before they attended the training?

|                  |   |
|------------------|---|
| <b>TIME</b>      | 2 hours   |
| <b>MATERIALS</b> | PC, beamer, Power Point, PCs or smartphones or tablets for participants, handouts |

## HANDOUT - Quiz on Safe Usage of Social Media

Quiz questions:

- Is there a way to verify who can see your posts?
- Is it important to modify your privacy settings?
- The five things you should never share on Facebook are?
- Would you write all of your passwords, PIN numbers, bank account and credit card information? Social security number in one place on your phone/computer, so you can easily store them?
- Would you share your birth date, home address or home phone number on your social media account?
- If a friend of yours is asking you to provide them with your personal information online (via Skype or Facebook chat) would you do so?
- Are you obliged to take whatever settings the site, in which you are making reservation, gives you?
- For what purposes people may use the personal information you have shared on Facebook?
- Can someone take a loan, pretending to be you?
- Can sites use your information to market and sell goods to you?
- Is it dangerous to accept friend's request on Facebook of people who you don't actually know?
- What should the safest password include?

## TOOL 26. How to Detect Fake Job Offers

### OBJECTIVES

- ✓ To show the women the real danger of fake job offers
- ✓ To understand how to distinguish fake job offer from real one
- ✓ To make them realize what can be the consequences of being invited for an interview for fake job offer

### STEP-BY-STEP IMPLEMENTATION

The facilitator presents the content of the Power Point in support materials, including some examples of fake job offers from the national context (prepared in advance). She may take them from the Internet, newspapers or TV shows. The case may be presented via video reportage, or in written form. In case it is a video, it should be played in front of the trainees. In case it is in written form the trainer may present it breathily.

Another option is to split the women in groups, give them time to read different fake job offers. Give the participants 10 minutes time in order to discuss in between. After this each group should present its case in front of the others.

The exercise should finish with group discussion during which the participants should make a list of all the elements which show that a job offer is a fake one.

|                  |            |
|------------------|------------|
| <b>TIME</b>      | 20 minutes |
| <b>MATERIALS</b> | PC, beamer |

## TOOL 27. The Labour Market

### OBJECTIVES

- ✓ To get to know the situation of the labour market
- ✓ To analyse it critically in a structural framework
- ✓ To get to know working conditions and workers' rights.

### STEP-BY-STEP IMPLEMENTATION

#### 1. The labour market

The facilitator explains the main characteristics of the labour market in her country and area. She explains how the labour market has changed in the past decades.

Then participants get in small groups and the facilitator distributed printed job offers from newspapers or online job search sites. She asks participants to think about: "What does the labour market requires and what does it offer me?".

A group discussion follows.

#### 2. Work conditions and workers' rights

The facilitator invites a woman in a trade union or workers' association (e.g. of domestic workers) to discuss working conditions (types of contract, collective agreements, etc.), workers' rights and women's rights and protection of discrimination in the workplace.

|                  |  |
|------------------|--|
| <b>TIME</b>      | 2 hours (1 <sup>st</sup> part), 2 hours (2 <sup>nd</sup> part) |
| <b>MATERIALS</b> | Job offers from newspaper or the Internet                      |



## TOOL 28. Writing My CV

### OBJECTIVES

- ✓ To learn what a CV is.
- ✓ To start writing a first CV, that can be later improved

### STEP-BY-STEP IMPLEMENTATION

The facilitator explains that on the basis of the analysis they did to write a competence-based CV they will now write a CV that they can use for job search.

The facilitator makes a brief description of the separate sections of the CV. Then she shows them some examples. She makes the following remarks:

- It is not necessary to add a photograph, but if you work in customers' service it may be advisable that you add it. There is no need to write your marital status. It is not necessary to write your age, your place of birth, citizenship, or your ID number either: they will ask if they need them.
- Be brief (1 page or, if you have a lot of experience, 2 pages).
- If you don't have a lot of work experience, emphasise your training, your competences or your volunteer work.
- If you don't have qualifications, focus on your work experience.
- If you are older, focus on your dynamic character.

The facilitator gives participants the handout with the CV template and leaves them around 30 minutes to write their own CV.

This is followed by a short discussion in order to see what was difficult, what was unclear, etc.

|                  |  |
|------------------|--|
| <b>TIME</b>      | 1.5 hours at least                       |
| <b>MATERIALS</b> | Room with several PCs, printer, handouts |

## HANDOUT - CV Template

|  |  |
|--|--|
| <b>Personal details:</b><br>Name<br>Surname<br>Address<br>Telephone<br>Email |  |
| <b>Education level</b>   |  |
| <b>Training (general or vocational</b>                                       |  |
| <b>Work experience</b>   |  |
| <b>Languages</b>   |  |
| <b>Other training</b>  |  |
| <b>Competences</b>   |  |
| <b>Interests</b>   |  |
| <b>Recommendations (recommendation letter)</b>                               |  |

## TOOL 29. Job Interview Preparation<sup>15</sup>

### OBJECTIVES

- ✓ To familiarise with the format and purpose of a job interview
- ✓ To prepare for a job interview and assess own performance after the interview

### STEP-BY-STEP IMPLEMENTATION

#### 1. Preparing the interview: information

The facilitator explains the purpose of a job interview and distributes handouts 1, 2 and 3 or explains its contents.

The interview is the way that both parties can meet and get acquainted with each other. When an invitation for an interview is received it's good to have a special preparation.

The interview with the employer, representative or committee is one of the ways to recruit staff. Since you are looking for employment, you are sure to go through this procedure at some time or another. The selection interview is an assessment procedure from the employer's standpoint but usually helps both parties (employer – candidate) because it provides the opportunity:

- For the employer to distinguish points on my CV as well as evaluate aspects of my personality.
- To be familiar with the work environment, the employer or executives of the business, to present myself and convince them of my capabilities to meet the needs of the business and the demands of the particular job position.

The facilitator discusses with participants the content of handouts and answers questions. She may give the following tips:

- Ways of arranging the interview: on the phone, via an appointment or the employer specifies the place, time and date.
- Before the interview it is good to know: the type and the size of the company, the sector it operates in, the name of the person you are addressing, all your strengths, as much information as possible for what the company does, to have the name of the person you're approaching; to have a CV and Cover Letter with you, as well as copies of education diplomas and certificates, etc.
- Before the interview – check your appearance: clothes, details, accessories, staying calm.
- During the interview, remember: presenting yourself, shaking hands, having a seat after being asked to, being prepared for questions such as why you are there, what you can do for the company, what salary you are expecting.
- After the interview, remember: expressing gratitude and specifying a date for finding out the result.
- The most common mistakes we do when we attend a job interview: being nervous, lack of self-criticism, comparing you with other candidates, discussing personal problems.

Alternatively, the facilitator may suggest participants to role-play an interview.

#### 2. Evaluation

The facilitator explains that they shouldn't worry if their first interview does not go well. She distributes handout 4 and comments with participants how they should reflect after each interview and see ways they can improve their performance.

|                  |          |
|------------------|----------|
| <b>TIME</b>      | 2 hours  |
| <b>MATERIALS</b> | Handouts |

<sup>15</sup> Partly adapted from: ERGANI / Women's Centre of Karditsa, Step D / Tool 2: Telephone communication - interview.

## HANDOUT 1 - Preparing a Job Interview

### THE INTERVIEW PLAYS A SIGNIFICANT ROLE IN GETTING THE JOB

This is the reason why preparation is needed. However, before I go on to the preparation chapter, I will try to answer the following questions. If it is the first time I am looking for work or have never been interviewed before, I will try to imagine my behaviour in a similar situation.

|    | QUESTIONS  | YES | NO |
|----|--|-----|----|
| 1  | I am prepared to link them to the job demands  |     |    |
| 2  | I have gathered information about the business   |     |    |
| 3  | Ask questions during the interview   |     |    |
| 4  | Before the interview, I have tried to find out about the “present value” of the particular position  |     |    |
| 5  | I am prepared to present my reasons for resignation from former positions in a positive way          |     |    |
| 6  | I am prepared to briefly present reasons why the company will benefit from hiring me                 |     |    |
| 7  | I know my weaknesses and I can compare them to my strengths making my weaknesses seem less important |     |    |
| 8  | I can convince them that my strengths meet the demands of the particular position                    |     |    |
| 9  | Leaving the interview , I can estimate the result (outcome)  |     |    |
| 10 | Before the interview, I have found my positive/ strongest points                                     |     |    |

Add the “YES”:

- If I have less than 5 “YES”: I need to work harder as far as the preparation of the interview is concerned. What follows will seem very helpful.
- If I have 5-8 “YES”: I am prepared but can improve. I will need to carefully read the following chapters.
- If I have 8 or more “YES”: It seems I am familiar with and can handle the interview technique. Even so, I will carefully read the following. Why? Because during the interview, I must prove that I am the best candidate for the job position.

## HANDOUT 2 - Preparing a Job Interview 2

To be prepared, I need to be able to answer two basic questions:

1. Question: "What do they want to know about me?"
2. Question: "What do I want to know about them?"

### 1<sup>st</sup> WHAT THEY WANT TO KNOW ABOUT ME

They want to know:

- If I am responsible, energetic, hardworking, reliable...
- If my qualifications, motives, personality meets the demands of the job position as well as the attitude and philosophy of the business.
- If I am willing to back down on issues concerning salary, working hours, insurance policy, etc.

They will find out all of the above by:

- a) Asking questions
- b) Evaluating my personal appearance and behaviour during the interview. In other words,

### THE IMPRESSION I MAKE ON THEM

Possible questions I may be asked

1. Questions related to my career/experience (Previous employment, type of job, reason for leaving previous job, my plans for the future etc.).
2. Questions related to my education/training.
3. Questions about my personal life (marital status, interests, plans etc.).
4. Questions related to issues of general interest.
5. Self- assessment questions

In order for answers to the above questions to be convincing, I need:

- To know my strengths and be prepared to present them in such a way that my weaknesses (e.g. lack of experience) seem less important.
- To be familiar with the demands of the job position so as to be more convincing when relating my qualifications to them. (the framework of employment, main obligations, additional obligations etc.)

Therefore, I need to gather information about the business as well as the interviewer as this may give me some insight into the questions that will be asked of me.

### Making Impressions

The impression you make on the interviewer during the interview will play a very important role because it will either enhance or weaken the points they already have (from the CV, recommendations etc.). The impression others get from us come from two (2) types of messages:

- Verbal – The words we use
- Non- verbal – Our body language

More than half of the messages come from my personal appearance.

#### Things I must attend to:

- My clothing
- My hair
- Makeup
- Tidiness & hygiene
- ATTENTION!! NO EXAGGERATIONS

#### Things I must also attend to:

- The tone of my voice
- Posture
- Hand movement
- Various gestures
- And of course the WORDS I use

MY WORDS VOICE AND BODY MUST SEND OUT THE SAME MESSAGE. IF NOT, THE MESSAGE MY BODY SENDS OUT WILL PREVAIL

### HANDOUT 3 - TIPS - DO'S & DON'TS

#### WHAT I MUST DO:

1. Be punctual for meetings. I can estimate the duration of the travel, the required qualifications and the delays beforehand.
2. Be polite. Politeness always makes the greatest impressions.
3. Sit comfortably slightly leaning forward.
4. Be focused on the conversation. Look the person I am talking to in the eye (but do not stare) and show them I am following the conversation.
5. Try to determine if the person I am talking to is friendly or hostile, a leading figure or not and whether they want to steer the conversation or prefers to listen. I will try to let them play the part they want to play.
6. If I need to disagree, I will do so with caution and politeness.
7. Know what I want. Convince the person I am talking to that I know what I am looking for. Do not be vague. Be precise.
8. Emphasize my qualifications and how they relate to the demands of the job position I am asking for.
9. Be honest and frank. Exaggerations and lies may cause mistrust. (Remember what is on my CV)
10. Ask questions if the opportunity presents itself.
11. If I need to take notes of something I consider important, ask for permission first. This is why a pen and notepad is necessary.
12. Keep calm and confident whatever the outcome of the interview may seem to be.

#### WHAT I MUST NOT DO:

1. Do not chew gum.
2. Do not talk fast.
3. Do not answer questions hastily (give myself a few seconds to organize my thoughts).
4. Never criticize others or former employers.
5. Do not talk too much. Rambling on in an aimless way is just as bad as giving yes and no answers to questions.

#### WHAT DO I WANT TO KNOW ABOUT THEM

I would definitely want to know about:

- Salary
- Work schedule
- Insurance
- Various benefits
- Job training opportunities

These points and mainly salary negotiations are the most delicate points of the whole procedure. This is the reason why I need to know the "present value" of the job position and try to mention this issue towards the end of the conversation after having examined the company's intentions of hiring me.

## HANDOUT 4 - After the Interview: The Assessment

### FIRST IMPRESSIONS

What do I feel are the possibilities of success?  
Was it an experience that was pleasant, stressful, unpleasant ...?  
The interviewer was friendly, interesting...  
The procedure was fair...  
If not, what should have been done differently and why?  
What issues were mentioned?

### MY PERFORMANCE

Was I able to be (or seem) calm?  
Was I able to show that I am familiar with the business?  
Which issues (questions) was I or wasn't I able to predict?  
Which questions seemed difficult? Why?  
What impression do I think I made on the interviewer?  
Now that I have answered all of the above, is my answer to the first question still the same?

### FOR THE FUTURE

What did I learn from the interview concerning my presentation?  
If I ever need to go through a similar procedure, which points do I need to improve and how?

### Summary

Assess my interview performance as promptly as possible.  
Spot the points that need to be improved and plan how to improve them.  
Inform the individuals (if any) who gave me their recommendation about the outcome and express my gratitude to them.  
If I was not offered the position in the end, politely ask why.

### Difficult questions:

1. How will you manage with your children (combination motherhood-employment)
2. How you address the possibility of marriage/employment.
3. The age issue (if you enter the job market after a certain age)
4. If you are willing to work on a trial basis without pay or insurance.

# TOOL 30. My Elevator Pitch

## OBJECTIVES

- ✓ To train participants on how to present themselves in job interviews.

## STEP-BY-STEP IMPLEMENTATION

Each survivor receives the handout with a list of tips for an elevator speech she may start the interview with.

Participants spend a few minutes going through the different questions and then the facilitator leaves them 20 minutes to prepare their own speech.

|           |            |
|-----------|------------|
| TIME      | 30 minutes |
| MATERIALS | Handout    |

### HANDOUT - My Elevator Pitch

Hi, my name is:

I am looking for (full time employment, temporary employment, a new job):

-----  
-----  
-----  
-----  
-----  
-----

I am most interested in (certain types of work, industries, companies):

-----  
-----  
-----  
-----  
-----  
-----

Where I can provide (your essential skills):

-----  
-----  
-----  
-----  
-----  
-----

Continue the conversation with:

Do you know anyone I should talk with who might know of opportunities?



Do you have any questions about what I'm looking for?  
How can I help you?

## TOOL 31. Professional Look

### OBJECTIVES

- ✓ To invite participants to reflect on their appearance and possible tips to improve it to look professional in job interviews.

### STEP-BY-STEP IMPLEMENTATION

The facilitator discusses with participants if they think that showing a professional look is important in job interviews. She guides a discussion on what they think is a professional look. Then she explains: "Now that you know the expectations and how you want to appear, let's get creative about how you can get that professional look, even when you are on a budget. With your Discussion Group brainstorm ideas in the following areas". She distributes the handout and asks participants to get in groups and discuss ways to achieve a professional look. The handout includes best practices and examples to get the conversation started.

|                  |            |
|------------------|------------|
| <b>TIME</b>      | 40 minutes |
| <b>MATERIALS</b> | Handout    |

### HANDOUT - Professional Look

| Appearance Area  | Creative Cost Effective Ideas  |
|--|--|
| <b>Clothes</b><br>Make sure clean and pressed<br>Include a jacket or sweater<br>Avoid jeans            | Borrow from sister<br>-----<br>-----<br>-----<br>-----<br>-----<br>-----<br>-----  |
| <b>Hair/Makeup</b><br>Be simple and clean<br>Avoid strong perfumes or scents<br>Avoid extra flashiness | Get makeup done for free at a makeup counter before the interview<br>-----<br>-----<br>-----<br>-----<br>-----<br>-----<br>----- |
| <b>Jewellery</b><br>Less is more   | Shop at a discount store   |

|  |  |
|--|--|
| <p>Avoid too much flashiness<br/>You only need one pair of earrings</p>  | <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>  |
| <p><b>Shoes</b><br/>Be practical<br/>Avoid too high of heels<br/>Avoid sneakers</p>                                | <p>Shop in a discount store / or at sale</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> |
| <p><b>Purse/Bag/Resume/Business Cards</b><br/>Bring something to look organized<br/>Don't worry about matching</p> | <p>Borrow from friend</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p> <p>-----</p>                    |

## SESSION 4.3: ENTREPRENEURSHIP

### TOOL 32. Let's Use Our Inner Resources

#### OBJECTIVES

- ✓ To introduce women with the concept of leadership
- ✓ To support women's imagination in relation to job opportunities: vision development
- ✓ To start thinking about our problem as an opportunity
- ✓ To present them the process of transforming an idea into action

#### STEP-BY-STEP IMPLEMENTATION

##### 1. Presentation of the concept of leadership

The facilitator may explain the following regarding the concept of leadership.

Leadership is based on several basic principles:

- the ability to develop an idea
- to attract and lead the people towards its implementation, helping them to develop their qualities and
- directing them to reach their goals

Elements:

- Vision development - participants learn how to specify their ideas, taking into account intermediate goals they set up and the resources at their disposal
- Communication - participants explore opportunities to influence and experiment with different types of relationships to feel more confident among different people, roles and environments.

It is an essential tool for building trust with the team, directors, customers, colleagues. The communication effectiveness is improving through active listening, quality and accurately raised questions and clear messages

- Decision making - participants will have to take difficult decisions in their life and need methods and tools to help them. The ability for decision-making is closely related to the concept of "problem solving" and systematic thinking, but turns into action when added determination and responsibility.
- Execution/ implementation/action - it is important to understand how the planning, control and the organization can help or hinder the achievement of the objectives / results

Today the concept of leadership requires more listening, emotional balance, integration of diversities, support, mentoring/coaching. Through the partnership with the mentor/coach, the women find their own solutions, take responsibility and motivation to begin to realize them.

## 2. Let's use our inner resources

In order to put into practice several elements of leadership, the facilitator proposes the following tool.

The facilitator invites everyone to consider and write on a sheet of paper the resources they might have, and which can help them to start their own business - e.g. free room, land, computer, special knowledge about something and so on.

The next question for women is "Can you use the resources of other people - your friends, acquaintances or neighbours to create your own business?" For example, waste materials, obsolete stocks of something, backup car, church kitchen, a specific skill or experience

Question: What about resources in your area / village, e.g. interesting places, beautiful and unusual places, local people with specific skills or habits?

After each woman describes her resources the facilitator offers a common exercise for developing a business using old, outdated or unwanted already clothes, that everyone has at home. As a brainstorming every woman is invited to share her answers to the following question: What can I do with the unwanted already clothes? The facilitator writes the answers on the flipchart. After the last answer she distributes the handout, which shows some possible ideas.

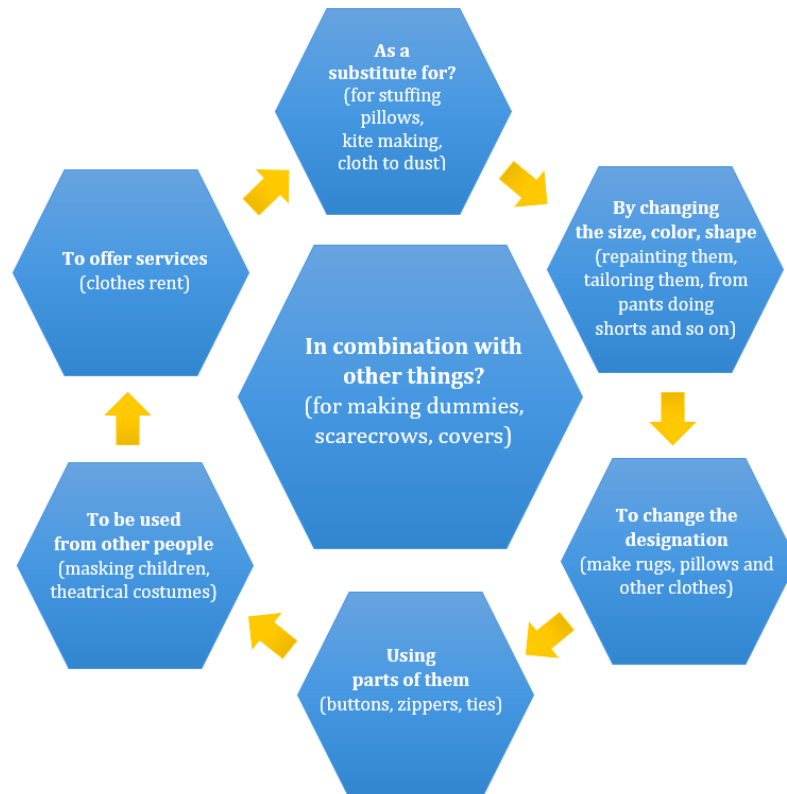
After examining the example, the facilitator asks women to return to their resources and to pick up one idea for their own business; to write it in the middle of the sheet and put around a conceptual map of all they think as a possible activity.

|                  |                       |
|------------------|-----------------------|
| <b>TIME</b>      | 1 hour                |
| <b>MATERIALS</b> | Sheets of paper, pens |

### HANDOUT: What Can Be Done with Unwanted Clothes

|                   |                |
|-------------------|----------------|
| A LARGE COMPANY   | MEDIA          |
| A PRIVATE COMPANY | MY OWN COMPANY |
| A SMALL COMPANY   | NEWSPAPER      |
| ARTIST WORKSHOP   | NGO            |
| CONSTRUCTION SITE | OFFICE         |

|                  |                       |
|------------------|-----------------------|
| COOPERATIVE      | OTHER                 |
| DEPARTMENT STORE | OUTDOORS              |
| FACTORY          | PHARMACY              |
| HOSPITAL         | PRINTING HOUSE        |
| HOTEL            | PUBLIC ADMINISTRATION |
| HOUSE            | RESTAURANT            |
| INDOORS          | SCHOOL                |
| KINDERGARTEN     | SMALL SHOP            |
| LABORATORY       | STORE                 |
| LIBRARY          |                       |



## TOOL 33. Creativity Assessment and Innovation

### OBJECTIVES

- ✓ To encourage women survivors of IPV to start thinking creatively
- ✓ To assess the creative attitude and help the woman understand if ready she is to take the entrepreneurship path
- ✓ To support the process of empowerment in a way that these women start getting out of the violent relations building their self-esteem and trust in their own capabilities.

### STEP-BY-STEP IMPLEMENTATION

#### 1. Am I creative? Do I have a creative approach?

The facilitator distributes to women handout 1 and asks them to evaluate themselves by putting: 3 points for "always" answer; 2 points for "sometimes"; 1 point for "rarely" and 0 points for "never".

Then explain to them the meaning of the score, not necessarily asking them to share this result with the rest of the group:

25 - 30 points - you feel that your behaviour is creative

20 - 24 points - you think you are already creative and ready to go on

15 - 19 points - you feel that you need to develop your creative thinking

Under 15 points - you do not look at yourself as a creative person.

#### 2. Should we be "innovators" to start a successful business? An example: a cleaning business

The facilitator explains that being an innovator does not necessarily mean inventing something or developing a new technology product. Invention is only one form of innovation. The innovator thinks differently, looks for opportunities with wide-opened eyes and mind, she is not afraid to experiment and apply different approaches. Innovation in business can take many forms and answer a number of questions:

**WHAT?** - Upgrading the type of products and services we offer. This might be application of new approach to production, a new product colour, a new style, a new size or shape.

Example: A. and L. start publishing a feminist magazine, which is unique in the country

**TO WHOM?** - An innovative approach towards the market niche. We may be innovators for the group we serve at, because the specific interests and needs of people change with age, stage of life, lifestyle, culture, income, taste, values, and location.

Example: X. T. specializes in organizing trips and vacations for people with disabilities

**HOW?** - An innovative approach in creating and offering your idea or the way the business is organized. We can change the material for producing our product by introducing the use of a recycled one; we may change the price or delivery method.

Example: The way a Japanese company organizes the transfer of your luggage to a new home: <http://bgkef.com/Qponec-se-premestva-da-jivee-v-drug-grad-Shte-ostanete-izumeni-kogato-vidite-kak-And-transportira-veshtit>

**WHEN?** - An innovative approach connected with the time frame. Any changes in the seasons, life cycle, sudden critical moments, one-off events might become important.

Example: A typing agency offers late night and night-time service, allowing customers (e.g. theatre directors) to have modified documents early the next day.

**WHERE?** - An innovative approach connected with the space used. Does the change of business location create a new opportunity? Technology upgrading enables people to work from home and operate in locations that are miles away from their customers.

Example: B.A. opens kindergarten in an unusual place - in one of the big supermarkets in the town.

WHY? - If we look around, we will see a number of problems around us that can be resolved through our business idea. In order for an idea to be successful, it must satisfy needs or create some needs!

The facilitator explores with all participants the example of the "Cleaning business" activity, using the answers to the above questions, using handout 2. She invites women to write boldly on a list of paper their ideas. Every business stems from an idea, but of course we cannot expect that every one idea could be developed in a business.

### **3. Mapping ideas**

The facilitator asks women to make their map of one's own idea to check its business development potential. If they find it difficult, the facilitator may apply the "collective discussion" method: let them form groups of four and choose together a common idea to work on. This approach will generate more ideas. Once the ideas in the groups have been developed, a rapporteur from each group presents theirs, followed by a common discussion.

|                  |                       |
|------------------|-----------------------|
| <b>TIME</b>      | 4 hours               |
| <b>MATERIALS</b> | Sheets of paper, pens |

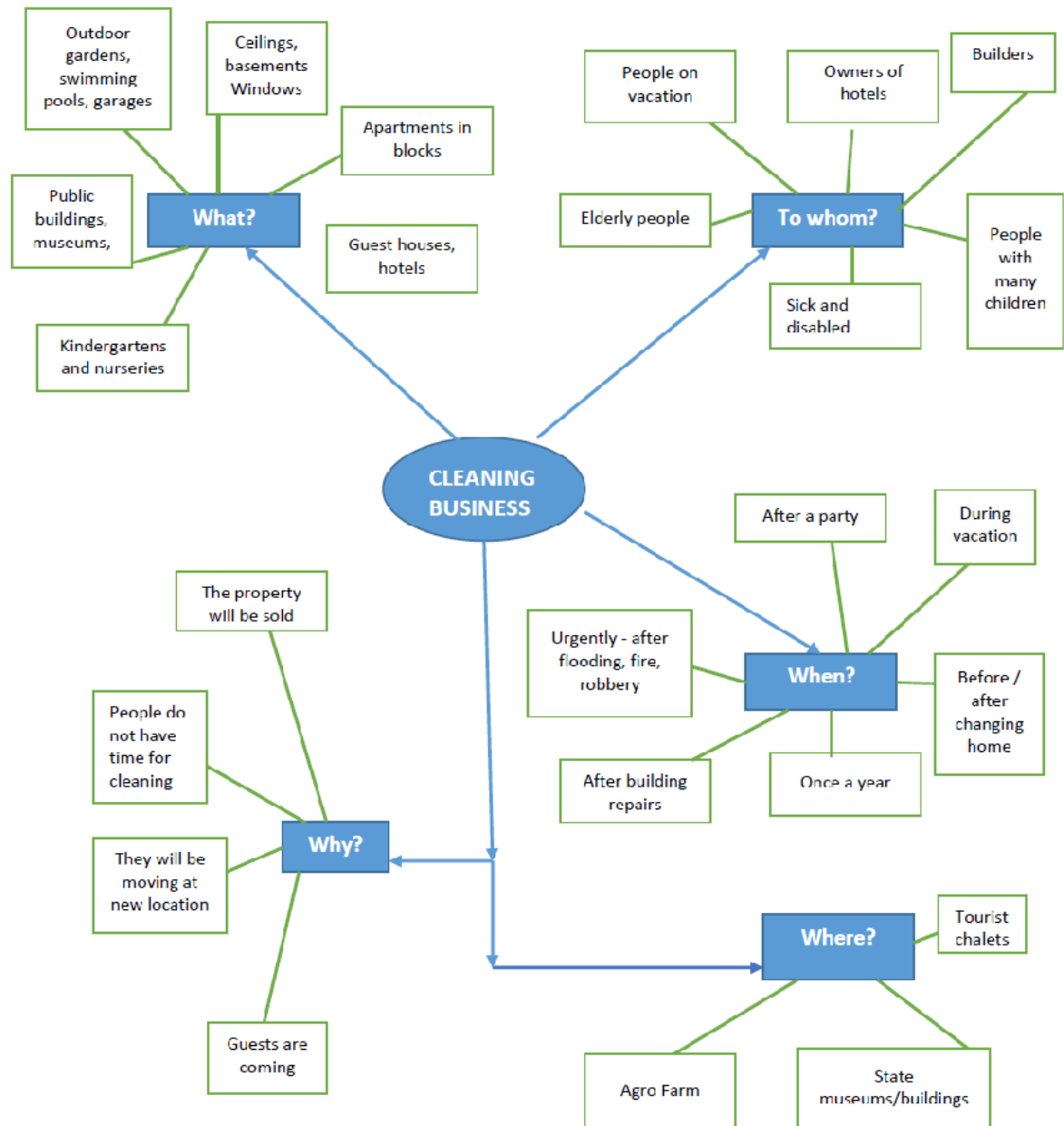
## HANDOUT 1 - Am I Creative? Do I Have a Creative Approach?

- ☐ Are you curious? Are you interested in the problems and viewpoints of other people? Are you wondering why things are done exactly in this way, and why do people do exactly that?
- ☐ Do you challenge the things that happen? Are you questioning the assumptions, prejudices or opinions you have already created?
- ☐ Are you an opportunist? Do you use the opportunities when they appear? Are you trying to solve the problems and satisfy your needs?
- ☐ Are you open to the trends? Are you actively monitoring changes in the living and working environment at the place you live/work? Do you acknowledge progress in the new technologies or changes in the government/legislation/fashion?
- ☐ Do you take risks? Do you like to experiment with ideas and to guarantee with your money ideas you believe in, even when others doubt it?
- ☐ Are you intuitive? Are you looking for a logical solution to the problems or rely on your inner feelings?
- ☐ Are you an adaptive person? Do you like to use an idea or concept from one situation and apply it to another?
- ☐ Can you see and foresee things before others? Are you trying to think about the future more than the people around you do? Are you thinking about what people would do in the next century?
- ☐ Do you have internal resources? Do you use things more than once? Do you deal with solving problems? Do people rely on you?
- ☐ Do you believe that you are a creative person? Do you think creatively? Do you trust your own ideas?

GENERAL SCORE:



## HANDOUT 2 - Cleaning Business



## TOOL 34. When Ideas Mean Business?

### OBJECTIVES

- ✓ To help women IPV survivors to structure the way to develop their business idea.

### STEP-BY-STEP IMPLEMENTATION

The facilitator explains to participants that it is vital for women to check their ideas so that they do not waste time in developing something that is not viable.

To do that, she suggests they ask themselves the following three questions:

1. Is there a clear need of my idea at the market?
2. Can I supply what the market/users demand?
3. Can I provide my product/service in the necessary form, at the necessary place, at the exact time and at the appropriate price?

Then she will start 3 activities to deal with these issues.

#### 1. Is there a market for my idea?

The facilitator distributes handout 1 and asks participants to answer each question in the box with the following signs: V when the answer is YES; X when it is NO; ? when they DO NOT KNOW.

She tells them that when they have a sign "?", they need to do more research on this point before continuing to develop their idea. If they have an "X" somewhere, then they must rethink their idea and start looking for alternatives.

#### 2. Can I supply what users want?

The facilitator distributes handout 2 and asks participants to answer each question in the box with the following signs: V when the answer is YES; X when it is NO; ? when they DO NOT KNOW.

She tells them that when they have an "X" sign somewhere, they have to ask themselves if it is worthwhile to go on. If they answer a question with an "?", they need to work on this point more to see if and how they can deliver what users want.

#### 3. Can I reach my customers?

The facilitator distributes handout 3 and asks participants to answer each question in the box with the following signs: V when the answer is YES; X when it is NO; ? when they DO NOT KNOW.

She explains to them that at this point they may have a lot of answers with a sign "?" - This guides them where they still need to work. If they have 5 or more "X" they have to ask themselves: "Why? Is it just a matter of time to get information or is it difficult and even impossible to get it?". If the latter is true, perhaps they should not continue with this idea at this stage and instead, reconsider their skills and ideas and look for another solution.

|                  |                       |
|------------------|-----------------------|
| <b>TIME</b>      | 4 hours               |
| <b>MATERIALS</b> | Sheets of paper, pens |

## HANDOUT 1 - Is There a Market for My Idea?

- ☐ WHO are my customers? What are their characteristics?
  - Age, gender, ethnicity .....
  - Occupation .....
  - Social group / class .....
  - Location / area .....
  - Specific requirements .....
  - Frequency of sales .....
  - Other .....
  
- ☐ Can my product / service be competitive? For what reasons will customers choose my product / service? .....
  
- ☐ Are my customers ready to pay this price? .....
  
- ☐ WHAT is the size of my market? Are there enough people who would like and pay for my product / service? .....
  
- ☐ Will I have more customers in the future?
  - If YES, on what basis.....
  - If NOT, why? .....
  
- ☐ Is it possible my product / service to be adapted and sold in other areas at other markets? Where? .....

## HANDOUT 2 - Can I Supply What Users Want?

- ☐ Do I have to hire someone to produce my product / service? If YES, do I know someone who can help?
- ☐ How many hours / days a week do I need that person?
- ☐ Do I know what type of employment contract is most appropriate and what are the legal obligations that it will impose?
- ☐ How much will it cost to hire this guy?
- ☐ Is this price reflected in the price of my product / service?
- ☐ Do I know the suppliers I need, where are located, what is the quality and cost of their materials compared to competitors?
- ☐ Is the delivery cost included in the price of my product / service?
- ☐ Do I know what equipment I need, where can I find it, and how much will it cost me?
- ☐ Is the cost of depreciation and the equipment maintenance included in my price?
- ☐ Do I know what premises I will need and how much will it cost to hire them?
- ☐ How much will it cost me to register business?
- ☐ How much money do I have now, for starting this business? Do I need more? Where I will find them?
- ☐ How much money will I need to keep my business in the first year?

## HANDOUT 3 - Can I Reach My Customers?

- ☐ Do I know how and where my customers are buying similar products / services at the moment? WHERE?
- ☐ Do I know if my customers have already contacted other markets or organizations? WHERE?
- ☐ Have I already contacted prospect customers who said they would buy from me? How much?
- ☐ Do I know how to reach a wider range of my customers? IN WHAT WAY?
- ☐ Can I provide the supplies with my own transport? HOW?
- ☐ Do I need to contact an outside company? WITH WHOM?
- ☐ Can I use the distribution network of another company? HOW?

## TOOL 35. How to Set Up a (Social) Enterprise

### OBJECTIVES

- ✓ To give them concrete, but simple tools for developing the business idea step by step.

### STEP-BY-STEP IMPLEMENTATION

The exercise suggested below upgrades the knowledge and skills developed in the previous two exercises. It is recommended that it is used with women that already firmly decided to become entrepreneurs.

The facilitator distributes the handout and explains the participants that this 10-step approach can help to develop any business company, including a social enterprise.

It is a common frame of unified questions that everyone who has a business idea and is willing to start a small business can follow step by step, in order to avoid forgetting about an important activity that will spoil the entire action.

|                  |         |
|------------------|---------|
| <b>TIME</b>      | 1 hour  |
| <b>MATERIALS</b> | Handout |

## HANDOUT - 10 Steps to Set Up (Social) Enterprise

**Step 1:** Test Your Business Idea: Have I got the right business skills? Think about who will buy your product or service. What is the benefit to them and how much will they pay? If you are considering a Social Enterprise, think about how your product/ service will have a positive impact in society and what your societal target group is. What is the long term purpose of the business?

**Step 2:** Identify your target market and customers. It will also help you to identify your competitors and how to compete effectively.

**Step 3:** What are Your Business Requirements? Have you considered the best location for the business? Identify your basic equipment requirements and costs. How much staff will you need to employ? Can your business idea benefit from new technologies (e.g. by online selling)?

**Step 4:** What are your Investment Requirements? Identify ways of financing your business. Seek financial support and benefit from Government institutions. Seek advice on other sources of support e.g. banks, Credit Unions, microfinance, family support, other non-bank finance.

**Step 5:** What is the best legal structure for you? Learn about the legal framework of a Social Enterprise in your country/region. What type of company will allow you to achieve the best quality of services/products?

**Step 6:** Developing your Promotional Plan. How will you promote your product or service? Who and where is your target market (local, national, international)? What channels of distribution will be used?

**Step 7:** Finding the right partners and people you want to work with.

**Step 8:** Managing the risks. Starting a business is a big step to take. A new business can be exciting. However, it can also be risky. For some it means risking personal savings and secure employment. Identify the risks you may face.

**Step 9:** Write your Business Plan. Business Planning is fundamental to success in business. It is the key to getting things done and making things happen. The finished business plan can be used as an operating tool that will help you to manage your business effectively.

**Step 10:** Growing and scaling up your business.

# MODULE 5

## Looking Back to Go Forward

### SESSION 5.1: TRAINING EVALUATION

#### TOOL 36. FOCUS GROUPS

##### OBJECTIVES

- ✓ To evaluate the training through the collection of feedback and recommendations from the trainees so to improve the toolkit's effectiveness.

##### STEP-BY-STEP IMPLEMENTATION

The evaluation will be carried out through focus groups to be organized at the end of the training programme.

##### What is the evaluation Tool for We Go?

The tool consists of 4 statements, referred to throughout the document as Shield Statements. Each of these shield statements is based on international evidence in relation to the management of We Go project. The series of questions that follow each shield statement reflect evidence-informed practice that has been shown to have a positive impact on the project.

The process encourages participants to reflect on strengths and weaknesses through the 4 issues. The evaluation tool includes some recommendations coming out from the women survivors of intimate partner violence.

To be effective the evaluation tool relies on honesty and trust within the group and therefore individuals require a secure setting where difficulties can be raised and opinions challenged in a constructive manner.

##### How does the evaluation Tool work?

The tool works by bringing together the women survivors of intimate partner violence at the end of the training paths and the trainer will facilitate the discussion using the questions link to the statement. There are three fundamental principles required for the process to work:

Trust and security within the group setting which is conducive to an honest debate.

An openness to examine, to challenge, and work through a process of change focused on a specific outcome.

A commitment to follow the process from assessment to implementation and review, forming a continuous exercise of assessment, self-reflection, and evaluation.

In completing the exercise the group is encouraged to take a step back to individually reflect on their experience and perceptions of the 4 statements before collectively moving forward to assess how they respond to intimate partner violence. The evaluation tool requires commitment from the group, sufficient time allocation to allow for discussion, an acceptance of the appropriateness of honesty within the group setting, and the combined obligation of all present to implement the agreed actions.

##### What is the purpose of the evaluation tool?

This evaluation tool helps break through this body of evidence and present the information in a user-friendly format of information, prompts, self-reflection and evaluation. Through completing and

working toward each of the shield statements we can be reassured that they are taking an evidence informed approach to tackling the issue of the project.

#### **Who is the evaluation tool designed for?**

The self-evaluation tool is designed for social workers and counsellors working within women survivors of intimate partner violence. The evaluation tool can be used on a one-to-one basis for individual reflection, but it is best used as part of a group setting where a level of trust and security exists among the members.

#### **How will I use it?**

The evaluation tool is designed to be completed in one sitting within 1.5 hours. The ideal number of participants is small (10 people maximum). The social worker presents the three statements one at a time using the three guiding questions related to each individual statement, to facilitate the discussion. The guiding questions may be submitted all together or discussed one by one. It is important to make participants think about their strengths and weaknesses related to each statement and encourage the emergence of proposals for concrete actions to change/implement the framework highlighted by the discussion.

#### **Note to the facilitator:**

- Try to collect inputs from participants and list them in the section “Recommendations” contained in the final part of this toolkit (it is useful to photocopy this section of the toolkit for each focus group);
- Try to share and compare the results obtained from the focus group with other facilitators that have applied the same methodology.

|                  |           |
|------------------|-----------|
| <b>TIME</b>      | 1.5 hours |
| <b>MATERIALS</b> | None      |



## Shield Statement 1

The economic empowerment activities I was involved in helped me to develop new skills.

Group Reflection:

- Do you think you have opportunities to access job opportunities?
- Did it happen to you recently to plan new life projects?

What comes out from the discussion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What should be improved

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Recommendations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

## Shield Statement 2

I have changed the perception of myself and of my potential.

Group Reflection:

- Do you feel more confident about your personal and professional skills?
- Do you think you have enough power to bring the changes you wish for yourself?
- Do you think there is network willing to help you in case you need to?

What comes out from the discussion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What should be improved

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

Recommendations

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

### Shield Statement 3

Economy is not only made of money and unpaid care work is an integral part of it.

Group Reflection:

- Why unpaid care work should be taken into account when talking about economy and paid work?
- How unpaid care work impact women's lives?

What comes out from the discussion

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

What should be improved

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

6. \_\_\_\_\_

#### Recommendations

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

### Shield Statement 4

Economic independence is a strong tool in exiting from violence.

Group Reflection:

- Do you think you have the capacity to achieve your own economic independence?
- Do you think you are able to recognize your own resources and possibilities?

What comes out from the discussion

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

What should be improved

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_

6. \_\_\_\_\_

#### Recommendations

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

4. \_\_\_\_\_

5. \_\_\_\_\_
6. \_\_\_\_\_

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Co-funded by the Rights,  
Equality and Citizenship (REC)  
Programme of the European Union



## Partnership

The project involves 4 countries and six organizations:

**ActionAid Italia**, Italy

**Istituto per la Ricerca Sociale (IRS)**, Italy

**Rel.azioni Positive Società Cooperativa Sociale**, Italy

**Center for Sustainable Communities Development**, Bulgaria

**SURT - Fundació de dones**, Spain

**Women's Center Of Karditsa (WCK)**, Greece



This toolkit has been produced with the financial support of the Rights, Equality and Citizenship (REC) Programme of the European Union. The contents of this toolkit are the sole responsibility of ActionAid International Italia Onlus and the project partners and can in no way be taken to reflect the views of the European Commission.