

BASE



Migrant and refugee child-friendly support
services in cases of sexual and GBV



Co-funded by the Rights,
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BASE Programme

BASE Cultural Advisor Curriculum (WP3_D3.1)

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BASE Project

The BASE project addresses the need to support child-friendly procedures in cases of Gender Based Violence (GBV) against refugee/migrant girls through the development and sustainability of strategies to nurture inclusive communication and a culture of trust between support service professionals (social workers; health professionals; NGO support officers; psychologists; school staff; law enforcement) victims, families and communities, thus preventing victim re-traumatisation and encouraging reporting of GBV.

Through raising awareness about the phenomenon and supporting inclusive communication and a culture of trust among survivors, families, support professionals and communities, BASE ultimately contributes to counteracting GBV against refugee/migrant girls.

BASE Programme

The BASE programme is a learning program that aims at:

- Empowering migrant women as cultural advisors in procedures addressing gender-based violence against refugee/migrant girls.
- Building the capacity of professionals to communicate and address the needs of migrant girls and their families.
- Supporting inclusive support services and procedures, minimizing re-traumatisation of victims, thus contributing to the visibility of the phenomenon within migrant communities (facilitating disclosure and reporting) and its counteraction (through awareness-raising).

The BASE program is divided in two curriculums:

- BASE Cultural Advisor Curriculum
- Capacity Building Program for Professionals

BASE Cultural Advisor curriculum

The BASE Cultural Advisor Curriculum is a learning tool aimed at developing the capacity of migrant and/or refugee women to operate as Cultural Advisors, or Community Advocate as collaborating with professionals working in cases of GBV against refugee/migrant girls. The curriculum addresses the need to enhance child-friendly mechanisms by focusing on developing the participants' knowledge on key aspects of judicial procedures, communication strategies and cultural understanding. Specifically:

- Sensitising and raising awareness on GBV including violence against children.
- Develop cultural understanding to facilitate communication with girls' survivors of GBV, and their families.
- Developing competences to facilitate communication about the abuse between professionals and migrant girls' survivors of GBV.
- Enhancing the capacity to provide guidance to professionals working in support services handling sexual violence and GBV against children (under 18).
- Supporting communication at different moments, with an emphasis on disclosure and continuous support.
- Basic understanding of the judicial procedures in cases of GBV against minors, including reporting and interviewing.
- Enhancing the capacity to communicate and collaborate with stakeholders on awareness-raising on sexual abuse and GBV within migrant communities and applying such skills when working with any service in which professionals handle such cases (children's houses, reception centres, and police).

About this curriculum

The development of the BASE Programme and the present Cultural Advisor Curriculum was preceded by an intensive phase with desk research and field research in the form of focus groups in the individual partner countries. The aim of the desk research phase was to gain an insight into how the different forms of GBV are legally recorded in the partner countries, to what extent and whether there are specific priorities in terms of particularly frequent forms of GBV, what support services are available for girls affected by GBV, and on good practices in the partner countries¹.

The results of the research phase have shown that the situations in the different partner countries are very different in terms of the presence of migrant communities, the nature and prevalence of different forms of GBV, the availability of support services and the perception of the role of Cultural Advisors. Therefore, the curriculum has been developed to allow for adaptations to the respective country situation or the specificities of the participants' group in the training events, enabling flexibility. This is done in two ways:

- 1) In order to achieve the above training objectives, the curriculum was divided into a selection of learning modules. For each module, Learning Outcomes were developed by the project partnership,

¹ More on the preliminary research and its findings can be found on the project's website <http://base.uncrcpc.org//Main/BaseTools>

which describe in great detail on which competences the participants should work on in the course of training.

- 2) Based on the expected Learning Outcomes, the project partnership developed a pool of learning activities for each module. In the selection of learning activities participatory strategies were privileged and the use of direct learning keeping introductory lectures to a minimum. Participatory methods are better suited to keep the sessions interactive and to involve participants' in the transfer of knowledge based on sharing professional experiences.

Trainers have the opportunity to choose from different learning activities for each module and to set different priorities for the implementation of the training as required. A separate Train the Trainer Manual provides information on what the trainers have to take into account when implementing the training in practice, as well as guiding training plans.

The Cultural Advisor Curriculum consists of the following modules:

- Terminology
- Judicial procedures
- Communicating GBV in a multicultural context
- Awareness raising in the community

Each of these modules contains a description of relevant learning outcomes and a range of training activities to cover these learning outcomes. In addition to that the curriculum also contains a range of activities for the start of a training workshop as well as the closing of the workshop.

1 Starting a workshop and activating the group

1.1 Walk to know each other

GOALS: This activity is aimed at helping participants to get to know each other better avoiding the classic sitting presentation, and to promote interest among participants, attract their attention, increase participation as well as prepare groups for further group activities.

DESCRIPTION: The trainer prepares the room atmosphere selecting and playing relaxing and cheerful music. The trainer then asks participants to stand up and walk within the space that is circled by seats.

While participants are walking within the space, the trainer presents instructions to participants:

- “From time to time I will stop the music”.
- “When the music stops, you (participants) have to stop as well and form little groups of 3 with the people who are standing closest to you”.
- “In little groups you have to present yourself very briefly giving: your name (but not a surname) and your profession or something else about yourself: e.g. “I am Maria Chiara and I am a psychologist” or “I am Ruta and I am an adventurer”.
- “When the music starts playing again you have to continue walking”.
- “Every time when music stops again you have to form groups of 3 with the people you haven’t been before and present yourself”.

The trainer continues to play and stop the music for 3-4 times, approximately for 5 minutes.

Afterwards, while the music is still playing, the trainer tells participants to stop in front of another person when the music stops and tell the name and profession of another person: e.g. “You are Maria Chiara and you are a psychologist” or “You are Ruta and you are an adventurer”. The trainer repeats this 3-4 times, for another 5 minutes.

If participants already know each other, the trainer can think of different instructions to give to participants when the music stops: e.g. dream destination, the best food, etc.

At the end of the activity with the final stop of the music, the trainer asks participants to form groups of 5-6 people. Then the trainer tells participants that the same groups will have to work together during the following activities of this module.

TYPE OF ACTIVITY: Energizer

DURATION: 10 minutes

SPACE & MATERIALS: Space surrounded by chairs where participants can comfortably walk around

LEARNING OUTCOMES:

- Participants get to know each other better.
- Participants increase their interest in the module and participation.
- Participants get divided into groups for further group activities.

SOURCE: N/A

1.2 Similarities

GOALS: Get participants to know each other and feel comfortable.

DESCRIPTION:

1. Ask participants to stand in a circle facing each other.
2. Explain that you will read a statement and participants will decide if the statement applies to them or not. If the statement applies, the participant will take one step forward the centre of the circle. If the statement does not apply, the participant will remain standing where they are.

Note: Participants are entitled to stay still and not move from their position.

3. Ask participants to reflect on each statement before making the decision to step forward or not. Remind participants that the interpretation of statements is completely individual, and that there is no right or wrong interpretation.

Facilitator: Read the statements one by one. Give time for participants to make their decision, and provide time for discussion if needed, then ask participants to step back if they have stepped into the circle while discussing.

List of statements:

- a) I had breakfast today.
- b) I like snow.
- c) I consider where I live to be my home.
- d) I like to play or watch sports.
- e) I was born in Europe.
- f) I speak more than one language.
- g) I like to cook.
- h) I have a life partner.
- i) I have children.
- j) I like how I sing, even if other people don't.
- k) At some point during this exercise I chose not to respond even though the statement applied to me.

The activity allows participants to identify similarities and differences, whether between cultures, countries of origin or individuals. You can select statements that suit the country's context better or some low-risk statements.

TYPE OF ACTIVITY: Ice breaker

DURATION: 15 Minutes

SPACE & MATERIALS: Open space, enough for people to be comfortable and able to form a circle.

SOURCE: <http://www.culturalorientation.net/providing-orientation/tools/icebreakers> Cultural Orientation Resource Center

1.3 Two truths one lie

GOALS: Participants will get to know each other and create the basis for their cooperation

DESCRIPTION:

1. Ask the participants to stand in a circle and explain them that the aim of this exercise is to get to know each other.
2. Explain that each one of the participants will have to say their name, along with two truths and one lie for themselves and the other ones will have to guess which one is the lie. In order to have more fun, everyone should try for the lie to seem realistic.
3. After each participant shares the three statements, the group votes on which one they feel is a lie, and at the end of each round, the person reveals which one was the lie.

TYPE OF ACTIVITY: Ice breaker

DURATION: 15 min

SPACE & MATERIALS: None

SOURCE: icebreakers.ws. Accessible at: <https://www.icebreakers.ws/small-group/two-truths-and-a-lie.html>, Maria Elli Doufexi Kaplani; KMOP.

1.4 ABC

GOALS: The activity aims to assist participants with getting to know each other and is a tool for individuals within the group to begin to feel empowered.

DESCRIPTION:

- Facilitator models what is required by each participant:
- “Say your name and place of birth, then state 3 positive things about yourself starting with A, B and C.”

TYPE OF ACTIVITY: Group work

DURATION: 20 minutes dependent upon size of group

SPACE & MATERIALS: A room or hall with enough space for your group.

LEARNING OUTCOMES:

- The participants get to know each other at the beginning of their training and gain confidence.

SOURCE: N/A

1.5 Ground rules

GOALS: This activity aims to support participants in deciding what ground rules they want to abide by whilst participating in the training.

DESCRIPTION:

- Trainer/facilitator has to give the group some examples of ground rules such as time keeping, confidentiality, phones, etc. and asks the group to think of additional rules that are important for effective learning.
- Facilitator reflects on each rule once it has been agreed, on why that rule is important to the group and the individuals within it promoting a group discussion.
- Once the ground rules have been agreed, trainer/facilitator has to make sure they are visible throughout the training/delivery and pop back to them as and when required to do so.

TYPE OF ACTIVITY: group work

DURATION: 10 minutes dependent upon size of group

SPACE & MATERIALS: Space large enough for group, Flip chart, pens and blue tac.

LEARNING OUTCOMES:

- The group takes ownership of the ground rules by agreeing together on what they will be

SOURCE: N/A

1.6 Get it started: impulse presentations

GOALS: Presenting and reflecting on feelings and expectations regarding the training.

DESCRIPTION: Flipcharts with statements that encourage the participants to think on their feelings and expectations are placed at different spots around the room. Below are some examples of statements that could be used:

- For me, the topic is ...
- I'm afraid that ...
- My ideal training involves ...
- My current questions on the topic are ...
- I hope that I will experience ...
- I'm worried that ...
- For me to leave the training satisfied, it is important that ...

The participants are invited to wander around and complete the different sentences (participants write their respective sentence completions below each other on the flipcharts). When they are finished, both the participants and the trainer have some time to reflect upon the resulting flipcharts.

Hint for trainer: It is possible to go back to the flipcharts at the end of the training session to assess if the original expectations were met.

TYPE OF ACTIVITY: plenary work

DURATION: 15 – 30 minutes, depending on the overall time budget and sentences given to complete.

SPACE & MATERIALS: Flipcharts with incomplete sentences and markers

SOURCE: Rabenstein, Reinhold / Reichel René / Thanhoffer, Michael (2001): Das Methoden-Set. 5 Bücher für Referenten und Seminarleiterinnen. 1. Anfangen. Münster, Ökotopia.

1.7 Warm-up and choose your place

GOALS: This activity aims to energize the group before the activities begin creating body movement, to help participants to know each other even better and to empower all participants to feel part of the group.

DESCRIPTION: The trainer asks all participants to stand up and choose a place in the middle of the room.

The trainer reads different categories one by one and invites participants to position themselves in two opposing sides of the room based on categories; for example:

- females on the right and males on the left side of the room;

then....

- the Palermitans on the right (if the training takes place in Palermo), the others on the left;

then...

- the care workers / healthcare workers on the right, and the others on the left;
- meat eaters on the right and vegetarians on the left;

and so on ...

Categories can be chosen and adapted by trainers.

TYPE OF ACTIVITY: Energizer

DURATION: 10 min

SPACE & MATERIALS: Enough space in the room where participants can move easily.

LEARNING OUTCOMES:

- Participants release energy and stress, while also promote physical fitness and increase circulation that helps to keep the focus and positive energy.
- Participants realise that sometimes we have things in common with different people.

SOURCE: N/A

1.8 A different introduction round

GOALS: Getting to know each other and create the basis for their cooperation

DESCRIPTION: Welcome participants to the training and introduce yourself to the group

1. Ask the participants to stand in a circle and explain them that the aim of this exercise is to get to know each other.
2. Explain that each one of the participants will have to say their name, along with answering the question "What is your favourite music?"
3. After each participant gives an answer of the question, the group can find eventual similarities in the answers.

Tip for the facilitator: it is better for the facilitator to start the activity themselves, as an example of the participants.

TYPE OF ACTIVITY: Ice breaker

DURATION: 15 minutes

SPACE & MATERIALS: none

SOURCE: N/A

1.9 Abandonment in the storm

GOALS: The aim of this activity is to help professionals to get rid of negative emotions and feelings and get grounded to the reality.

DESCRIPTION: The trainer shall invite participants to stand in the circle and shall introduce the activity: *As a group, right in this room, we are going to create a rainstorm. You will need to concentrate and use your imagination. We will make the rainstorm using our hands and feet, so make sure you have enough room to do so. Let's review the different things we will do. (Go through each movement). Now, watch my hands and as I change what they are doing, you follow and do the same thing.*

The trainer starts to implement series of movements:

- Rub palms together. The trainer can narrate the storm if he/she chooses: *We are in the Mountains. It's summer, and a rainstorm is brewing. The wind is picking up, the leaves start to rustle, and a cloud covers the sun.*
- Snap fingers: *The raindrops are starting to fall, lightly at first and streams begin to fill and lakes form.*
- Clap with two fingers to palm: *The rain is starting to fall a little harder. Water is flowing quickly down the mountains.*
- Clap: *The storm is getting more intense. The raindrops are falling harder and heavier. Rivers and streams swell. Reservoirs, large bodies of water, built to hold this rain and melting snow, fill with water.*
- Slap your lap and stamp feet: *The summer cloudburst is reaching its peak as the wind rushes through the trees and the rain comes heavy and fast.*
- Clap: *It has been an intense cloudburst, but like many summer storms, it doesn't last long. The rain is starting to ease off and the wind is dying down.*
- Clap with two fingers to palm.
- Snap fingers: *Raindrops fall into the reservoir in smaller drops.*
- Rub palms together: *The sun comes out from behind the clouds, the leaves are fresh and wet and green. Small streams and puddles rush over the sloping ground.*
- Whispering: *And our rainstorm is over.*
- Stop rubbing palms together. Remain silent for a few moments.

TYPE OF ACTIVITY: Energiser

DURATION: 10 min

SPACE & MATERIALS: Enough space in the room where participants can move easily.

LEARNING OUTCOMES:

- Participants get rid of negative emotions and feelings and get grounded to the reality.

SOURCE: N/A

2 Terminology

Through the current Module, participants are expected to acquire/develop knowledge, skills and attitudes related to the terminology and to develop basis for further training modules on sexual violence and gender-based violence in a holistic way. Upon completion of the Module, participants are expected to demonstrate basic knowledge and understanding on:

- Basic terms (sex, gender, sexuality)
- Basic definitions of the patriarchy, feminism, masculinity, femininity, gender stereotypes
- Sexual violence and GBV, incl. honour related violence and domestic violence

The duration of the present module will be five hours in total, with two hours being held online. The learning methodology is inspired by non-formal education.

Topics & Learning Outcomes

Topics	Learning Objectives ²		
	Knowledge	Skills	Attitudes
Basic terms <ul style="list-style-type: none">• Sex• Gender• Sexuality	Explain basic concepts about: <ul style="list-style-type: none">• sex as a system of classification for biological characteristics identified at birth;• gender as the roles, characteristics and particularities socially constructed and expected to be performed by both men and women;	<ul style="list-style-type: none">• Understanding and analysing the impact of specific socio-cultural context on the formation of perception of sex, gender and sexuality;• Understanding social construction of gender;• Understanding emotional and social aspects of sexuality;	<ul style="list-style-type: none">• Developing critical thinking around gender and sexuality;• Developing sensitiveness and raising awareness about GBV

² Definition of Knowledge, Skills and Attitudes according European Reference Framework on Key Competences for Lifelong Learning: [https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604\(01\)&rid=7](https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:32018H0604(01)&rid=7) [27.06.2019]

	<ul style="list-style-type: none"> • sexuality - emotional and social aspects 		
Basic definitions for <ul style="list-style-type: none"> • Patriarchy, feminism, masculinity, femininity, gender and sexual justice, violence, oppression and intersectionality. 	<ul style="list-style-type: none"> • Explain basic definition and providing examples. 	<ul style="list-style-type: none"> • Understanding the impact of cultural, political, legal, philosophical, moral, ethical, and religious aspects of life on sexuality and vice versa. 	
Understanding sexual violence and GBV. Socio-cultural context and GBV. Culture as changing: <ul style="list-style-type: none"> • Cultural myths and stereotypes through exercises (examples of stereotypes around gender and sexuality) • Sexual violence; GBV; Honour related violence; DV • International and national data; 	<ul style="list-style-type: none"> • Knowledge about stereotypes and expectations around gender relations; portrayal of women/girls and men/masculinity • Analyse different cases/examples from home and neighbouring countries 	<ul style="list-style-type: none"> • Developing critical thinking about cultural myths • Developing abilities of debating stereotypes 	<ul style="list-style-type: none"> • Understanding VAW as form of discrimination and Human Rights violation; • Understanding GBV as a complex of social norms, institutional practices, and cultural values; • Understanding VAW and GBV as a pervasive throughout the world;

Learning activities

2.1 Beginning to understand Gender: What is Gender? How different is it from 'sex'?

GOALS: To enable the participants to reflect on their understandings of sex and gender and to increase the comfort level of the participants with these issues.

DESCRIPTION:

1. Ask the participants to give their understanding of the differences between sex and gender. Summarise the responses of the participants to include the following significant differences between sex and gender:

SEX - biological characteristics identified at birth.

GENDER - socially constructed; multi-faceted: differs within and between cultures and across geography, climate, etc.; dynamic, changes over time

2. Explain 'sexuality' as a basic dimension to human beings. Sexuality is beyond the physical elements of sexual practices, and relates to the sentimental and emotional experiences

3. Distribute the cards with the following statements on men and women to some participants. Ask them to read these aloud, one by one:

- Women give birth to babies, men don't
- Care of babies is the responsibility of women because they can breastfeed them
- Men have moustaches.
- Women cannot carry heavy loads
- Women are scared of working outside their homes at night
- Men's voices break at puberty, women's do not
- Women are emotional and men are rational
- Most women have long hair and men have short hair
- Most scientists are men
- Cooking comes naturally to women

4. Ask the participants to decide which statement denotes characteristics/behaviours based on sex and which are socially constructed. Request them to explain why they think so.

5. Explain to the group that these statements were meant only to generate a discussion around how society promotes images of men and women, which result in gender biases and images. Also explain why understanding the difference between sex and gender is critical for development work. It helps us understand that the cause of inequity between men and women is not their biological characteristics, but socially constructed attributes of men and women.

TYPE OF ACTIVITY: Interactive exercise, group work

DURATION: 45 minutes

SPACE & MATERIALS: Cards with statements

LEARNING OUTCOMES:

- Understand gender as roles, characteristics and socially constructed and expected to be performed by both women and men.

- Understand how society promotes images for women and men
- Conduct discussion on gender roles

SOURCE: N/A

2.2 Patriarchy vs Feminism; Masculinity vs Femininity

GOALS: To learn or deepen knowledge about patriarchy and feminism, and to provide information about 'masculinity' and 'femininity' by emphasising the connection with gender stereotypes

DESCRIPTION:

- 1) Split participants into 2 groups, select reporter for each group. Distribute to each group cards with the following sentences:
 - Men don't have feelings and are cold while women are irrational and over-emotional.
 - Women care about children more than men do, while men care about practical issues more than women do.
 - Women have to teach men how to feel, while men have to take care of women.
- 2) Ask participants to discuss the sentences (about 15 minutes). Then ask reporters to present the main outcomes from the discussion.
- 3) Conduct short discussion (about 10 minutes) about the differences between women and men: physically men and women are different, but psychologically not so much, and we all know men who are nurturing and sensitive to children and women who are ambitious and aggressive in business.

TIP for the trainer: This part is an introduction to your presentation regarding patriarchy and it is important to make the link between gender stereotypes and patriarchy

- 4) Provide a short presentation about patriarchy on the screen:
 - Definition: 'a system of social structures and practices in which men dominate, oppress, and exploit women' ([Sylvia Walby](#))
 - Provide characteristics of the patriarchal system: men make all the decisions, both in the family and society; men hold positions of power and authority; men control finances and education; women are not allowed to demonstrate independence
 - Ask the following questions: how many women are members of the National Parliaments of each participants country? Give data regarding women MEP and members of National Parliament
- 5) Ask participants to write on a flipchart what they automatically think about Feminism/Feminists.
 - Present on the monitor the following text: Feminism is the radical notion that women are people.
 - Provide brief background to Feminism: campaigners for equality for women; at the beginning of the 20th century, women were campaigning for equal rights in education, marriage, employment & politics
 - Present data about women's global status (https://www.slideshare.net/moonzajer/feminism-15560282?next_slideshow=1)

- Discuss the statement on the monitor and what participants wrote on a flipchart
- Provide information about women's movement at national level

TYPE OF ACTIVITY: interactive exercise, group work

DURATION: approx. 1 hour

SPACE & MATERIAL: Computer; PowerPoint Presentation Equipment; Flipchart; Pencils

LEARNING OUTCOMES:

- Awareness and sensitiveness of gender stereotypes, patriarchy and feminism
- Explain the differences between patriarchy and feminism
- Develop critical thinking about stereotypes

SOURCE: Classic Texts: Sylvia Walby "Theorising Patriarchy" 1990;

<https://www.tutor2u.net/sociology/reference/classic-texts-sylvia-walby-theorising-patriarchy-1990>

The global gender gap report; http://www3.weforum.org/docs/WEF_GGGR_2018.pdf

2.3 Every third woman needs support! Myths about Violence Against Women

GOALS: To increase knowledge and sensitivity about SGBV by providing data and information on VAWG. To clarify myths and realities about SGBV

DESCRIPTION:

1) Ask the participants to stand in a circle:

- ask every 3rd participant in the circle to take a step forward. Explain them that VAWG is a global pandemic that affects 1 in 3 women in their lifetime
- ask every 3rd participant of the rest of the group to step forward. And explain that 1 in 3 women in Europe has experienced physical and/or sexual violence since the age of 15
- then ask every 2nd participant in the circle to take step forward. Explain to them that every 2nd woman in Europe is confronted with one or more forms of sexual harassment

2) Provide participants with more European and national data about sexual and GBV

Tips for facilitator: Gender-based violence is the most severe form of gender discrimination. Gender-based violence is directly linked to patriarchy. It is about 'power relations' and has deep cultural and historical roots. Explain to the participants how violence against women can be justified and sanctioned by culture and religion. The subordinate position of women becomes the basis of all sorts of discrimination against them. They are considered to be 'inferior' to men, who then have to ensure that women remain confined to their traditional roles and position

3) Divide participants into four groups. Distribute cards with the following myths and related questions that are commonly held with regards to GBV.

Myth 1: Domestic quarrels, fights and wife-beating are characteristics of the lives of uneducated and poor people and members of the lower social classes. *Questions:* Is this true? What, according to you, are the underlying causes of GBV?

Myth 2: Women provoke violence against themselves by behaving inappropriately, and not adhering to the rules and the norms of their cultures. *Questions:* Are only women who challenge their stereotyped roles vulnerable to violence? What about sexual abuse against the girl child?

Myth 3: If women, who are victims of domestic violence, wanted to leave, they could leave. If they stay, they must find some masochistic pleasure in the beatings. *Questions:* Why do you think some women accept wife-battering as the right of their husbands? Why do you think women do not leave the family that perpetrates violence against them? What support mechanisms do you think women have, if they take the decision to leave their families?

Ask the groups to share their reflections. Their presentations should bring what they consider as the facts behind these myths about GBV.

Discuss with the large group: Is GBV an important issue in their communities? What are the factors responsible for GBV? How does it affect women/girls physically, emotionally, economically, socially and psychologically? What can be done to prevent gender-based violence, and support its victims?

4) Discuss the following definitions, given by the CoE Convention on preventing and combating VAW and DV, with the participants. Analyse their responses and see if they covered all the aspects.

"violence against women" is "violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violation 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 private life."

"domestic violence": "all acts of physical, sexual, psychological or economic violence that occur with 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."

"gender": means "the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men."

"gender-based violence against women": means "violence that is directed against a woman because she is a woman or that affects women disproportionately."

5) Conclude the session by saying that violence against women cuts across all boundaries of caste, class, religion and culture, although the degree of its prevalence may vary. It directly affects the health and well-being of women.

TYPE OF ACTIVITY: Interactive exercise, group work.

DURATION: Approximately 1 hour

SPACE & MATERIALS: Laptop with PowerPoint, Projector, Flip chart, Markers

LEARNING OUTCOMES: At the end of the session participants will be able to recognise and understand SGBV as a form of human rights violation and gender discrimination.

SOURCE: Data from the Fundamental Rights Agency (FRA) survey in 2014,
<https://fra.europa.eu/en/publication/2014/violence-against-women-eu-wide-survey-main-results-report>

Violence against women in the EU,

[http://www.europarl.europa.eu/RegData/etudes/BRIE/2018/630296/EPRS_BRI\(2018\)630296_EN.pdf](http://www.europarl.europa.eu/RegData/etudes/BRIE/2018/630296/EPRS_BRI(2018)630296_EN.pdf)

The CoE Convention on preventing and combating VAW and DV.

<https://www.euronews.com/tag/violence-against-women> - online resource

CARE Gender, Equity, and Diversity Training Materials. Module 4: Gender Training,

<https://www.care.org/sites/default/files/documents/Gender%20Equity%20and%20Diversity%20Module%204.pdf>

3 Introduction to Judicial Proceedings in cases of sexual and gender-based violence

Through the current Module, participants are expected to acquire/develop knowledge, skills and attitudes related to judicial procedures in their own country and in the context of international legal instruments. Upon completion of the Module, participants are expected to demonstrate basic knowledge and skills on:

- Legislation (International, European and national³);
- Children's Rights;
- The rights of survivors of gender-based violence;
- Judicial procedure according to EU Directives and applicability into legal national frameworks;
- Support service providers for survivors of sexual and gender-based violence.

Participants should also demonstrate their willingness to actively transfer this information to survivors of gender-based violence and to their host communities.

The module was designed with full respect and promotion of:

- The 1951 United Nations Convention Relating to the Status of Refugees;
- The 1966 International Covenant on Civil and Political Rights;
- The 1966 International Covenant on Economic, Social and Cultural Rights;
- The 1989 United Nations Convention on the Rights of the Child;
- The 2006 United Nations Convention on the Rights of Persons with Disabilities;
- The Convention for the Protection of Human Rights Fundamental Freedoms (as amended by Protocols No.11 and No.14, 1950);
- The 1996 European Convention on the Exercise of Children's Rights;
- The 2003 Council of Europe Convention on Contact concerning Children;
- The 2007 Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse.

Considering the importance of safeguarding and promoting children's rights by the UN instruments, the unit was designed in respect and promotion of:

- 'The Beijing Rules', 1985, of the United Nations Standards Minimum Rules for the Administration of Juvenile Justice;
- ECOSOC Res 2005/20, 2005, of the United Nations Guidelines in Matters involving Child Victims and Witnesses of Crime;
- The 2008 Guidance Note of the United Nations Secretary General: United Nations Approach to Justice for Children;
- 'The Paris Principles', 1993, of the Principles relating to the Status of Functioning of National Institutions for Protection and Promotion of Human Rights.

³ Trainers must adapt the information regarding National Laws to their country context. The information here contained is based on the Cypriot context.

The duration of the present module will be five hours in total, with two hours being held online. The learning methodology is inspired by non-formal education.

Definitions/Glossary

For the purposes of this module:

- 'Rule of Law'⁴ regulates that individuals, persons and governments shall submit to, obey and be regulated by law and not arbitrary action by an individual or groups of individuals;
- 'Legal procedure' is the method by which legal rights are enforced; the specific document(s) for carrying on a lawsuit, including the process, pleadings, rules of evidence and rules of Civil Procedure and/or Criminal Procedure;
- A 'Child' means any person under the age of 18 years;
- A 'parent' refers to the person(s) with parental responsibility, according to national law. In case the parent(s) is/are absent or no longer holding parental responsibility, this can be a guardian or an appointed legal representative;
- 'Child-Friendly Justice' refers to justice systems which safeguard the respect and effective implementation of all children's rights at the highest attainable level, bearing in mind the principles stated below and with consideration to the child's level of maturity and understanding the circumstances of the case. 'Child Friendly Justice' should be accessible, age appropriate, speedy, diligent, adapted to and focused on the needs and rights of the child as well as to respect private and family life to integrity and dignity;
- 'Gender' the socially constructed roles, behaviours, activities and attributes that a given society considers appropriate for women and men;
- 'Violence against women' is understood as a violation of human rights and a form of discrimination against women and shall mean all acts of gender-based violence that result in, or are likely to result in, physical, sexual, psychological or economic harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life;
- 'Domestic violence' 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;
- 'Sexual violence' is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise direct, against a person's sexuality upon coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work; *Please refer to Chapter 6.1, p.46 for types of sexual violence*
- 'Gender-based violence' means violence that is directed against a woman because she is a woman or that affects women disproportionately;

⁴ The 'Rule of Law' is applicable for both, minors and adults.

Topics & Learning Outcomes

Topics	Learning Outcomes		
	Knowledge	Skills	Attitudes
International mechanisms on the protection of the rights of survivors of SGBV <ul style="list-style-type: none"> • Council of Europe Convention on preventing and combating violence against women and domestic violence (The Istanbul Convention) • Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW) • United Nations Convention on the Rights of the Child (UNCRC) • Council of Europe Convention on the Protection of Children against Sexual Exploitation and Sexual Abuse (The Lanzarote Convention) 	<ul style="list-style-type: none"> • Identify 4 International treaties relevant to the rights of survivors of SGBV • Explain the purpose of the international treaties • Illustrate how the international treaties can support the rights of survivors of SGBV • Outline the ways in which migrant girls can be protected through the ratification of the international treaties 	<ul style="list-style-type: none"> • Conduct a public presentation on the relevant international treaties • Adapt the acquired knowledge on the topics and tailor it to a particular audience 	<ul style="list-style-type: none"> • Advocate for the rights of migrant girls' survivors of SGBV • Support migrant girls' survivors of SGBV

<p>Judicial proceedings and children's rights in the national context</p> <ul style="list-style-type: none"> • National legal instruments related to SGBV • Judicial Proceedings in cases of SGBV against minors • Support services for migrant girls and survivors of SGBV 	<ul style="list-style-type: none"> • Identify national legal instruments relevant to the rights of survivors of SGBV • Explain the national judicial proceedings in cases of SGBV against minors • Illustrate how local organisations can support the rights of survivors of migrant girls' survivors of SGBV • Outline the ways in which support service professionals and migrant girls can benefit from the support of the Community Support Officers 	<ul style="list-style-type: none"> • Conduct a public presentation on the judicial proceedings in cases of sexual violence against children • Recognise the ways in which the Community Support Officer can support the judicial proceedings in cases of SGBV against migrant girls. • Adapt the acquired knowledge on the topics and tailor it to a particular audience. 	<ul style="list-style-type: none"> • Advocate for the rights of migrant girls' survivors of SGBV • Support migrant girls' survivors of SGBV • Advocate for the role of Community Support Officer in the context of judicial proceedings in SGBV against minors.
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Learning activities

The following face-to-face activities can be adapted in the national context of each country, in order to fit participants' specific needs and the needs that were identified during the desk and field research.

3.1 Keeping safe

GOALS: Awareness raising on the Rights of the Child and on establishing boundaries and distancing themselves when uncomfortable or at risk, within or outside of the community.

DESCRIPTION:

PART I:

1. Two rows of equal number of people, facing one another.
2. Distance between the two rows, 3 meters.
3. We will be silent.
4. One row will remain motionless/standing, and as soon as the facilitator gives the signal, one of the rows will begin to approach the other row, very slowly.
5. Each of the moving participant looks into the opposite's participants' eyes and tries to understand her gaze and her physical posture to the distance she can reach.
6. When the activity is done, you go back to the initial position (standing opposite each other)
7. Questions to be discussed after the activity:
 - a) Did you feel your boundaries were violated?
 - b) Did you get the clear message where to stop?
 - c) How did you feel when the other participant set her boundaries?
 - d) How does this activity relate to SGBV?

Note for facilitator: You can variate the activity. For example, one row approaches the standing/motionless row and touches the opposite participant, as much as she wants, stating it physically and not verbally. Same activity could be done for hugging.

PART II:

1. Discuss with participants: the ways in which children and adolescents can be taught to safeguard themselves; existing support services and/or programmes they might be aware of
2. Show the videos below. At the end of each video discuss how they can use this information when working in the community
The lake <https://www.youtube.com/watch?v=14Rd7pJpNZc>
The Underwear Rule <https://www.youtube.com/watch?v=fZnHHpnt4Pc>
Tell someone you trust
<https://www.youtube.com/watch?v=jT19VTThjAU>

TYPE OF ACTIVITY: Interactive exercise, group work

DURATION: Approximately 1h15 minutes.

- 5' for the division of rows and to stand opposite each other
- 15' for the actual activity (moving towards the opposite directions) – both rows shall take turns
- 10' discussion on the proposed questions
- 30' to screen the videos and discuss

SPACE & MATERIALS: Comfortable space/venue, computer, video projector, sound system

LEARNING OUTCOMES:

- Identify, present and support the rights of children as per the UNCRC.

SOURCE: <https://www.politeianet.gr/books/9789600335828-archontaki-zanna-kastaniotis-205-biomatikes-askiseis-gia-empsuchosi-omadon-191667> (pdf only available in Greek).

3.2 Just a Kid?

GOALS: Participants should gain basic knowledge about the Rights of the Child

DESCRIPTION:

PART I:

1. Briefly discuss the United Nations Convention on the Rights of the Child (CRC) and ask participants to state situations when children's rights are violated
2. Play UNICEF's video 'Just a Kid' <https://www.youtube.com/watch?v=vRVZmuP7Fdc>
3. Discuss how the actions in the videos are aligned with participants initial thoughts discussed in point 1

PART II:

1. Divide the participants into working groups
2. Read the short version of the CRC (Chapter 6.2, p.47) – provide participants with a copy of Annex B so they can refer to the CRC whenever needed.
3. Ask groups to discuss and draw a picture about a right that they believe is important for children.
4. Ask groups to act out this right being violated and being upheld.
5. Rank the Articles: Pick 10 Articles from the CRC that you think will be important for the group (your participants can pick them; however, the facilitator should guide them for no-time delays). You can also ask participants to create the rank in groups and ask each group to present and discuss their findings.
6. Put the Articles in *a ladder ranking*, with the most important right (perhaps because it most needs to be fulfilled – depending on your country's context) at the top, and the least important at the bottom.

ALTERNATIVELY

7. Pick 9 rights and make a 'diamond ranking' with the most important right at the top of the diamond, two slightly less important rights below that, then two less important rights and one least important right at the bottom.

Note: There is no 'correct' answer to the ranking activities. All rights are important, and through discussing ranking, the participants may see how all rights are connected.

TYPE OF ACTIVITY: Interactive exercise, group work

DURATION: Approximately 1h.

- 15' for screening video and discussion
- 5' for the division of groups and explanation of Part II activity
- 15' for groups to perform read and draw
- 15' group discussion and elaboration of the ranking
- 10' presentation of group rankings and discussion

SPACE & MATERIALS: Spacious room, Handout of CONVENTION ON THE RIGHTS OF THE CHILD (short version), Chapter 6.2, p.47, flipchart, highlighters, pens, paper.

LEARNING OUTCOMES:

- Identify, present and support the rights of children as per the UNCRC.

SOURCE: Activities for Learning and Taking Action for Children and Young People

<https://www.unicef.org/violencestudy/pdf/Our%20Right%20to%20be%20Protected%20from%20Violence.pdf>

3.3 Because we are Human

GOALS: Identification of human rights and basic liberties

DESCRIPTION:

1. Divide the participants into working groups (maximum 5 participants per group).
2. Briefly introduce the Istanbul Convention (general aim, ratifying countries). Use a video as a prop, for example:
<https://vimeo.com/247798557>
3. Provide copies part of the preamble of the Istanbul Convention to each group (1 copy per participant).
4. Ask participants to read the text.
5. Ask participants to write on a post-it note what liberties and human rights are guaranteed and safeguarded under the Convention (1 liberty/human right per post-it)
6. Ask groups to elect a spokesperson to present the results and stick the post-it on the wall. The next spokesperson to stand up and present, should stick similar statements in line with the previous.
7. Discussion of findings based on the map created by all post-its.

The part of the Convention that should be used is:

Recognising that the realisation of de jure and de facto equality between women and men is a key element in the prevention of violence against women;

Recognising that violence against women is a manifestation of historically unequal power relations between women and men, which have led to domination over, and discrimination against, women by men and to the prevention of the full advancement of women;

Recognising the structural nature of violence against women as gender-based violence, and that violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men;

Recognising, with grave concern, that women and girls are often exposed to serious forms of violence such as domestic violence, sexual harassment, rape, forced marriage, crimes committed in the name of so-called "honour" and genital mutilation, which constitute a serious violation of the human rights of women and girls and a major obstacle to the achievement of equality between women and men;

Recognising the ongoing human rights violations during armed conflicts that affect the civilian population, especially women in the form of widespread or systematic rape and sexual violence and the potential for increased gender-based violence both during and after conflicts;

Recognising that women and girls are exposed to a higher risk of gender-based violence than men;

Recognising that domestic violence affects women disproportionately, and that men may also be victims of domestic violence;

Recognising that children are victims of domestic violence, including as witnesses of violence in the family;

Aspiring to create a Europe free from violence against women and domestic violence.

<https://www.coe.int/en/web/conventions/full-list/-/conventions/rms/090000168008482e>

Note for facilitator: Have the Istanbul Convention printed, in Articles. They will identify at least 3 Articles from each group. At the end of the exercise, you could, provide them with the document in full.

From the outcomes (list), one can identify which human rights and basic civil liberties migrant and refugee women and girls in their particular community are aware/unaware of.

TYPE OF ACTIVITY: Interactive exercise, group work

DURATION: Approximately 45 minutes.

- 5' for the division of groups and explanation of activity
- 15' for groups to perform read and draw
- 15' group discussion and elaboration of the ranking
- 10' presentation of group rankings and discussion

SPACE & MATERIALS: Comfortable space, Round tables (preferably 2), Flip chart, Markers, Post-it notes, Copies of the relevant sections of Istanbul's Convention preamble

LEARNING OUTCOMES:

- Basic knowledge about Istanbul Convention (as an International Instrument) and the human rights, guaranteed under it.
- Develop abilities to provide information to victims and their families in regards of protection and support of victims/survivors.

SOURCE: Christine Mavrou, 'Hope for Children' CRC Policy Center

3.4 Mind-map on Multiagency cooperation

GOALS: Promote networking between participants and enhance their capacity to establish and sustain multiagency collaboration in cases of sexual violence against children.

DESCRIPTION:

- 1) Participants are divided into groups of max 5 people.
- 2) Each group discusses and, using post-it notes, completes the mind-map on their table. For each area, participants should refer to main stakeholders and actions within their reach that can contribute to sustainable child-friendly proceedings/ measures in cases of sexual violence against children.
- 3) A representative of each group presents own mind-map and tapes it to the board
- 4) Trainer creates a final mind-map, summarising groups' opinions using the post-it notes created by the groups.

TYPE OF ACTIVITY: Interactive exercise, group work.

DURATION: Approximately 40 minutes.

- 5' for the division of groups and explanation of activity
- 15' for groups to create mind-map
- 15' for representatives to present group mind-map
- 5' for trainer to create summary mind-map

SPACE & MATERIALS: Comfortable space, Round tables, Flip chart, Markers, Post-it blocks, Handout for Mind-map on Multiagency cooperation (see chapter 6.3, p.51)

LEARNING OUTCOMES:

- Outline multiagency collaborative possibilities in the implementation of Child-friendly justice in cases of sexual violence against children.

SOURCE: De Luca N., Dimitrov I., Francis A., Gettos V., Katsounari J., Kourri V., Leitão S., Lenarčič B., Lo Cascio M., Loizidou N., Medarić Z., Olsson S., Shalamanova R. and Walker A. (2017) JudEx+: Professional capacity development programme on child-friendly communication in judicial proceedings in cases of sexual violence against children. Trainer's Manual

3.5 Child-friendly justice in cases of SGBV

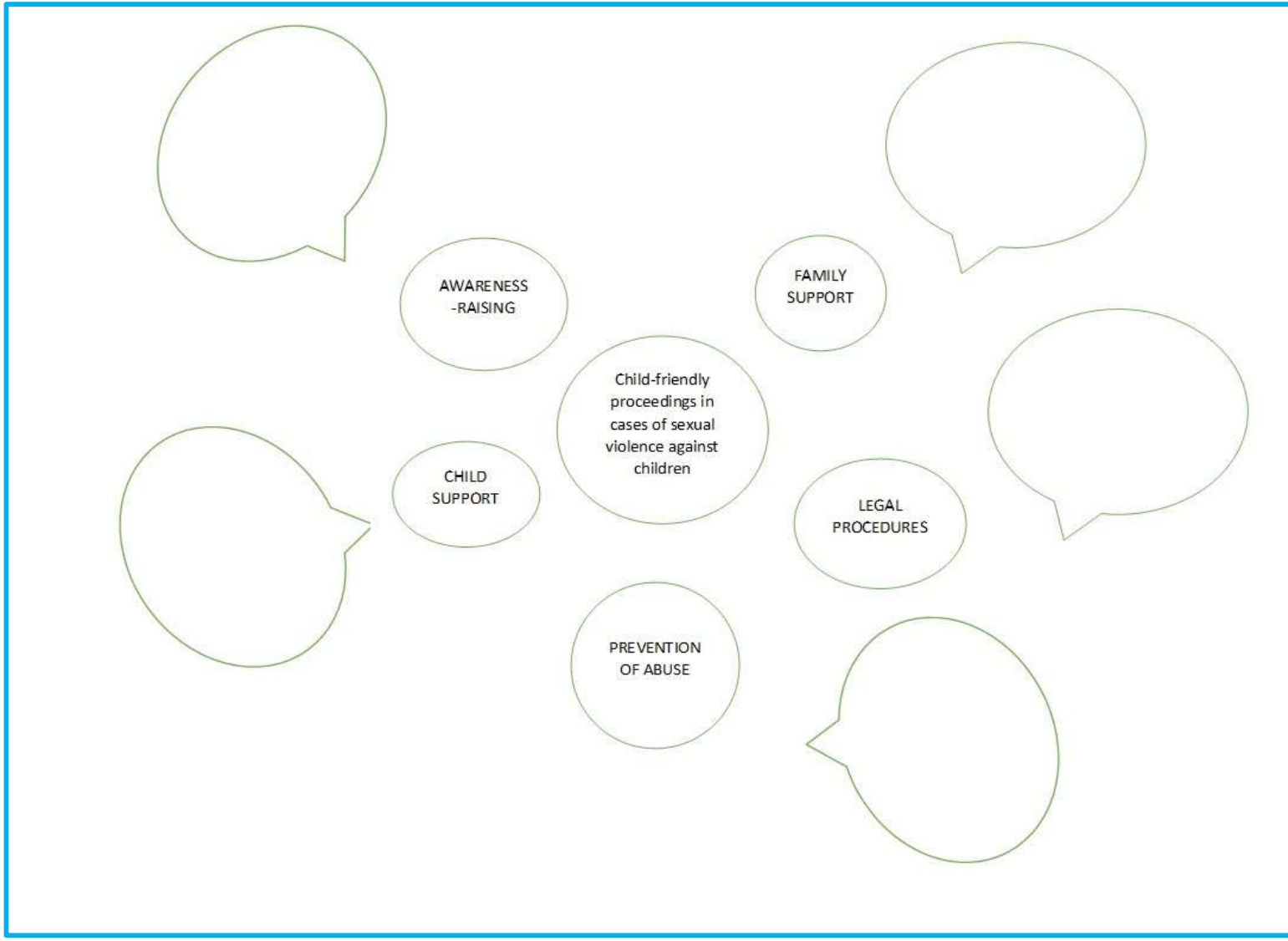
GOALS: Build the capacity of participants to identify national and international instruments referring to child-friendly justice in cases of sexual violence against children. Participants will be able to describe basic components of child-friendly proceedings in the national context.

DESCRIPTION:

Write Module & Session objectives on flip chart/white board. Prepare a brief slide presentation summarising the scope of the relevant international and national instruments. Organise tables and groups of participants following the world-café layout. Explain the rationale of the World Café and how participants will implement it during the session.

World-café on child-friendly justice instruments:

- 3.6 explain that each table will have copies of only 1 handout (for handouts 1 to 3 Handout for Mind-map on Multiagency cooperation)



- Handouts for child-friendly justice in cases of SGBV see Chapter 6.3, p.51), group discussion cards with guidelines on the topics to discuss,
- groups will have 20 minutes of discussion in each table,
- participants will write down notes, graphic notes, about their discussion, for the new group coming to the table to find.

At the end of the round, groups will move to the table on their right.

Summarise discussions:

- Each group leader stands up and presents a synthesis of the group discussion card (including the views of previous groups) in the table where they are currently seated.
- Trainer uses the flip chart/white board to highlight ideas.

TYPE OF ACTIVITY: Interactive exercise, group work.

DURATION: Approximately 1hour 15minutes.

- 5' for the division of groups and explanation of activity
- 10' for slide presentation
- 40' for group work
- 20' leader presentation and group discussion

SPACE & MATERIALS: Comfortable space, Round tables, Flip chart, Markers, Post-it notes, Laptop with PowerPoint, projector, Maximum 3 slides (one for each relevant instrument); one photocopy per participants of handouts 1 to 3 (see chapter 6.3, p.51).

LEARNING OUTCOMES:

- Identify national legal instruments relevant to the rights of survivors of SGBV
- Explain the national judicial proceedings in cases of SGBV against minors
- Adapt the acquired knowledge on the topics and tailor it to a particular audience.

SOURCE: De Luca N., Dimitrov I., Francis A., Gettos V., Katsounari J., Kourri V., Leitão S., Lenarčič B., Lo Cascio M., Loizidou N., Medarić Z., Olsson S., Shalamanova R. and Walker A. (2017) JudEx+: Professional capacity development programme on child-friendly communication in judicial proceedings in cases of sexual violence against children. Trainer's Manual

4 Communicating GBV in a Multicultural Context

Topics & Learning Outcomes

	Topics	Learning Outcomes		
		Knowledge	Skills	Attitudes
3.1	Communicating GBV in a Multicultural Context <ul style="list-style-type: none"> Awareness and understanding Non-verbal Communication in different cultures. Active Listening Skills. Role of the community advocate within local communities and awareness raising. 	<ul style="list-style-type: none"> Learn and have a clearer understanding of the different types of non-verbal communication, plus an awareness of how meanings will vary dependent upon cultural background. Learn the differences between good and bad practices when listening to women/girl experiencing and/or living with GBV. Understand the role of the Community Advocate. 	<ul style="list-style-type: none"> Ability to identify the different types of non-verbal communication. Develop a greater awareness and understanding of the importance of actively listening when supporting women/girls experiencing GBV. Develop effective communication, reflective practice and active listening skills. 	<ul style="list-style-type: none"> Have an understanding and awareness of how non-verbal communication can impact on own's listening skills. Participants will feel empowered with an understanding of how they can positively impact on women/girls experiencing GBV.

Learning activities

4.1 Awareness and understanding of Non-verbal Communication

GOALS: The aim of this activity is to support participants to gain knowledge and awareness of the different types of non-verbal communication.

DESCRIPTION:

- Give a limited definition/explanation of non-verbal communication to the larger group. (5 mins)
- Explore with the group the different types of non-verbal communication (listing them all on a flip chart). (10 mins)
- Split the larger group into 2,3 or 4 smaller groups (dependent upon number of participants) and give them either 1 or 2 of the different types of non-verbal communication. (5 mins)
- In their smaller groups ask them to come up with 5 different examples of their non-verbal communication or where they have used this type of non-verbal communication. The group must pick a representative to feedback their types and/or experiences back to the larger group. (30 mins)
- Give out the handout attached to non-verbal communication and as a group discuss the different types of non-verbal communication, exploring how they might be perceived differently within other cultures. (20mins)

TYPE OF ACTIVITY: Group Work (large group and small groups) and handout.

DURATION: 70 mins

SPACE & MATERIALS: A large space, which allows the larger group to split into smaller groups comfortably and/or access to smaller rooms; Printed non-verbal communication handout (see Chapter 6.5, p.71), flipchart and pens.

LEARNING OUTCOMES:

- Participants gain greater understanding and knowledge of the different types of non-verbal communication, an awareness of how meanings will vary dependent upon cultural background.

SOURCE: N/A

4.2 The importance of feeling, valued and listened too

GOALS: The aim of this activity is to help participants to learn the importance of being listened to and the impact of not being listened to.

DESCRIPTION:

- Split the group into pairs.
- One participant will be the listener and the other will be trying to tell them about an important event in their life.
- The listener will not listen e.g. they will find something else to do looking around the room or at their phones, fidgeting and making no eye contact whatsoever.
- Then ask the person who was sharing their life experience how it felt not to be listened to.
- Write up the effects, feelings and impacts this had on the sharers on a flip chart for the whole group to see.
- Part 2, the person who was not listening now shares their life event to the other person, this time the listener will be actively listening, using skills such as nodding, mirror body language, good eye contact and asking clarifying questions.
- Write up the effects, feelings and impacts this had on the sharers on a flip chart for the whole to see.
- Give out active listening handout.
- Stimulate a discussion on active listening and how it affects our feelings and emotions.

TYPE OF ACTIVITY: Role Play

DURATION: 40 minutes dependant on size of group

SPACE & MATERIALS: Space big enough to split the group into pairs and allow space for them to do activity comfortably; Active Listening Handout (see chapter 6.6, p.73), flip chart and pens.

LEARNING OUTCOMES:

- Participants learn about the importance of active listening to ensure positive communication.

SOURCE: N/A

4.3 Role of the Community Advocate - Scenarios

GOALS: The activity supports participants to explore the role of Community Advocates/Cultural Advisors and helps them to learn what will be required of them within each country.

DESCRIPTION:

- Read out the case background (scenarios part 1) to the larger group.
- Split the group into 3 smaller groups and give a scenario to each group.
- Make sure each group has paper and pens, which will assist them with answering the questions attached to their scenario.
- Get each group to feedback to the larger group, sharing their scenario and answers to attached questions.
- Facilitator to take notes (on flipchart) of best and not so good practise from each of the scenarios. This part of the process will lead to healthy discussions on effective practices and what you need to think about when you are supporting women/girls experiencing GBV.
- Now each group is asked to write up a good practice version of their scenario incorporating effective practice and communication skills, then feedback to the larger group.
- Read out the case background (scenarios part 2) to the larger group.
- Split the group into 3 smaller groups and give a scenario to each group.
- Make sure each group has paper and pens, which will assist them with answering the questions attached to their scenario.
- Get each group to feedback to the larger group, sharing their scenario and answers to attached questions.
- Facilitator to take notes (on flipchart) of best and not so good practice from each of the scenarios. This part of the process will lead to healthy discussions on effective practices and what you need to think about when you are supporting women/girls experiencing GBV.
- Now each group is asked to write up a good practice version of their scenario incorporating effective practice and communication skills, then feedback to the larger group.
- With the larger group make a list of what qualities and competencies an affective community advocate needs to support women experiencing GBV, also as a group look at the responsibilities of the community advocate/cultural advisor with your country's context.

TYPE OF ACTIVITY: Group work and discussion

DURATION: 90 minutes = Part 1 of scenarios; 180 minutes = Part 1 and 2 of scenarios

SPACE & MATERIALS: A large space, which allows the larger group to split into smaller groups comfortably and/or access to smaller rooms as well; Printed scenarios for each group (see chapter 6.7, p.70), flip chart, paper and pens.

LEARNING OUTCOMES:

- Participants gain a greater understanding of the impact of negative communication when supporting women/girls experiencing GBV.
- Participants become aware of good practice on responding to women/ girls experiencing GBV.
- Participants develop reflective practice skills and understand the importance of active listening.
- Participants feel empowered and understand the responsibilities within country context.

5 'Awareness Raising in the community'

The module '*Awareness Raising in the community*' was developed in the context of the BASE Cultural Advisor Curriculum. It aims to capacitate participants to communicate and collaborate with stakeholders, in order to raise awareness on SGBV with migrant communities.

The duration of the present module of the training will be seven hours in total, four of which will be taking place in person and three will take place online through individual study. The selected method of the face-to-face training is non-formal education and experiential learning, as the correspondence of knowledge and experience is considered an efficient approach to understand the correlation between theory and personal experience⁵. Online sessions will focus more on interactive theory, using media –such as videos- and creative exercises to understand the phenomenon, as a more creative and participatory way to explore the phenomena of gender stereotypes and SGBV, some of their aspects and impacts, in order to provide support to migrant/refugee women.

At the end of the module participants will have acquired knowledge on awareness raising activities and they should be able to adapt the exercises in order to raise awareness in migrant/refugee communities, as well as the abilities to communicate and collaborate with stakeholders on awareness-raising on sexual abuse and GBV within migrant communities. The module also aims at cultivating respect and ways to address the phenomena of gender stereotypes and SGBV.

⁵ Dedouli, M. (2014). Experiential exercises in context of educators' professional development programmes. Retrieves from http://www.diapolis.auth.gr/epimorfotiko_uliko/images/pdf/keimena/odigos/dedouli.pdf

Topics & Learning Outcomes

Topics	Learning Objectives		
	Knowledge	Skills	Attitudes
Awareness Raising in the Community	At the end of the module participants will have acquired knowledge on awareness raising activities	At the end of the module participants should be able to adapt the exercises in order to raise awareness in migrant/refugee communities, as well as abilities to communicate and collaborate with stakeholders on awareness-raising on sexual abuse and GBV within migrant communities	<ul style="list-style-type: none"> The module aims at cultivating respect and ways to address the phenomena of gender stereotypes and SGBV
Migrant girls' perspectives on gender roles and dynamics within the community <ul style="list-style-type: none"> Gender stereotypes Sexual and Gender Based Violence GBV through music 	At the end of the module participants should be able to understand the phenomenon of gender stereotypes and SGBV <ul style="list-style-type: none"> Familiarise and define the phenomenon of SGBV and some of its manifestations Understand some of the ways socially constructed ideas are reproduced Familiarise with some forms of SGBV Familiarise with some of the impacts of SGBV 	At the end of the module participants should be able to use the exercises to raise awareness on gender stereotypes and SGBV <ul style="list-style-type: none"> Recognise gender stereotypes and SGBV Conduct discussions on gender stereotypes and GBV Define social constructions, socialisation and stereotypes Organise awareness raising events on gender stereotypes and SGBV Analyse their own stereotypes, prejudices and general perceptions towards gender stereotypes and SGBV and critically reflect on them Adapt BASE activities to raise the awareness of migrants/refugees regarding gender stereotypes and SGBV. 	The unit aims at cultivating respect towards human and training cultural advisors in order to advocate for the rights of SGBV survivors. <ul style="list-style-type: none"> Commit to counteracting SGBV Intolerance towards SGBV Advocate for the respect of Human Rights and the rights of survivors of SGBV Support of migrant and refugee women and girls to defend their rights

Learning activities

The following face-to-face exercises are proposed for the current module. The material of each exercise, namely case studies, statements and song, can be adapted in the national context of each country, in order to fit the needs that were identified during the desk and field research.

5.1 Awareness raising on SGBV through music and audio-visual media

GOALS: Participants will familiarise with the phenomenon in a creative way and will try to create rhetoric on a healthy relationship, without SGBV and oppression

DESCRIPTION:

- Explain to the participants that you would like to explore the phenomenon of gender stereotypes and SGBV in a more creative way. The music industry usually promotes a distorted image of both genders and their roles. Explain to the participants that you will play a song, depending on the profile of participants and the language domain (e.g. 'Love the Way You Lie', by Eminem and Rihanna, on YouTube https://www.youtube.com/watch?v=uelHwf8o7_U) in order to investigate the gender stereotypes and GBV presented in the song. Ask them to pay attention to both the lyrics and the video [5'].
- Play the video clip of the song [5'].
- Ask the participants to describe some of the stereotypes presented in the song, as well as some patterns of SGBV. Write down the stereotypes and patterns presented by the song and mentioned by the participants [20'].
- Ask the participants to form 3-4 groups and distribute the lyrics of the song (in both English and the national language) to the groups. Explain them that they will have to find the lyrics that reproduce gender stereotypes and SGBV and change them, so that they express a healthy relationship and represent more realistic gender roles. They do not have to change all the lyrics of the song; it is adequate for them to change only a chorus or a verse [25'].
- After all groups have finished, ask one representative to present the changes their group has made, describing the stereotype/GBV aspect and how they turned it into a representation of a healthy relationship [20'].
- Discuss the results and explain that mass media and the community/society sometimes reproduce stereotypes based on gender, leading people to have a distorted image of their roles in everyday life [15'].

TYPE OF ACTIVITY: Interactive exercise, group work

DURATION: 1 hour 30 min

SPACE & MATERIALS: Computer, Internet access, Copies of the lyrics of the song 'Love the Way You Lie', by Eminem and Rihanna, in both English (see chapter 6.8, p.80) and the national language

LEARNING OUTCOMES:

- Understand some of the ways socially constructed ideas are reproduced
- Familiarise and define the phenomenon of SGBV and some of its manifestations

- Recognise gender stereotypes and SGBV
- Define social constructions, socialisation and stereotypes
- Conduct discussions on gender stereotypes and GBV
- Organise awareness raising events on gender stereotypes and SGBV
- Adapt BASE activities to raise the awareness of migrants/refugees regarding gender stereotypes and SGBV

SOURCE: Adapted from the project *Play it for Change*, funded the Rights, Equality and Citizenship programme of the EU, adapted by Maria Elli Doufexi Kaplani; KMOP.

Song '*Love the Way You Lie*', by Eminem and Rihanna, licenced to União Brasileira de Compositores, BMI - Broadcast Music Inc., UMPG.

5.2 Family matters

GOALS: Exploration of domestic violence as a form of violence that remains unseen or is perceived as normal

DESCRIPTION:

1. Ask participants to state some common forms of violence taking place in their community or neighbourhood and write everything down on a flipchart, without discussing anything [10'].
2. Explain to the participants that you will study some cases and introduce them the guidelines for discussion. Each case study should be discussed for 5'. It should be stressed that discussions about domestic violence can be very personal and no one should feel under pressure to disclose more than they want [20'].
3. After examining the case studies, transfer the phenomenon to social reality [25'].
4. Upon the completion of the discussion, move to the debriefing and evaluation of the exercise [10'].

Guidelines for the group discussions:

I - The analysis of the crime (20 minutes)

1. What are your thoughts about the crime? (the question is generic and aims to introduce participants to the topic; for example, some might mention that economic or emotional violence do not have the same consequences as physical violence – all forms of violence can have a great impact on the victim, e.g. the loss of identity)
2. Where might such a crime have happened? Could it be in your neighbourhood?
3. Do you see any way to explain such a crime?
4. How could the victim have defended himself / herself? (Could they have asked for help? To whom could they address?)

II – Transfer to social reality (25 minutes)

6. Do you know about any incidents that took place in your neighbourhood and/or community?

7. What forms can domestic violence take?
8. What can the victims do if they need help?
9. What power do the victims have in such situations? (for example, they can leave the relationship/ call the police/ seek help from relatives or relevant organisations)
10. Name some of the causes of domestic violence.
11. How can domestic violence be prevented and stopped?
12. What could/should be done by:
 - a. the public authorities?
 - b. the local community?
 - c. the people involved?
 - d. friends and neighbours?

Debriefing and Evaluation

Start with a short review on how the group work went. Then, answer the following questions:

- How prevalent do you think is domestic violence in your neighbourhood and/or your community?
- Which human rights are at stake?
- What factors do you think contributed to this situation? (it could be the perpetrator's psychological problems or former domestic abuse, or the sense of control the perpetrator wants)
- How can domestic violence be stopped? What could/should be done by:
 - the public authorities?
 - the local community?
 - the people involved?
 - friends and neighbours?
- Reflect on the different forms of violence that have been discussed. Look again at the initial brainstorming list. Are there any points to add to the list?

Case studies:

Case study #1:

Asha (18) has married Taj (19) two months ago. Before their marriage, Taj was nice to her, embracing her with compliments, taking her to walks and encouraging her to continue her studies and go to the university. The day after they got married, his behaviour changed; he started telling Asha that her place is in the house, that she must not leave the house without his permission and that this was the only thing she could do. She even asked his permission to go to the grocery store, in order to buy ingredients to cook. Three days ago, he forbade her to proceed with the enrolment in the university they found together before their marriage; he told her that she was a wife now and that she must take care of her

home. That afternoon, Asha enrolled herself on the relevant courses, despite the orders of her husband. She was really happy, but it did not take long for Taj to find out what his wife has done. He got furious and started yelling at her, telling her that she is useless, and she has no right to study, as he clearly told her that she was not allowed to. Asha started crying, but Taj did not stop. At the end he locked her in the bedroom and told her that this was her punishment for being disobedient. Asha has been locked in the room for two days now, crying and without any communication with the outside world.

(Forms of SGBV: controlling behaviour and isolation, physical abuse-withhold of physical needs, emotional abuse and intimidation, verbal abuse)

Case study #2:

Alice was married to Peter and they had two children; Amanda, who has just turned 18 and Alfred, who was about to turn 16. Peter was a plumber and had a low income, while Alice was cleaning houses for a living. Even though she didn't earn much, Peter was taking all her income as 'he was the man in the house' and left her with only enough money for her commute. He had full control of the finances of their family, sometimes spending their money buying alcohol. Amanda has just got a job at a restaurant, in order to earn money to pay for college. When Peter found out that she was working, he went straight to her and demanded that she gave him all her earnings. At first, she refused, but her father told her that 'since she was living under his roof, she must comply with his rules', as well as that they didn't have money for her to go to college and she should contribute to the family's needs. She ended up giving him all her earnings and felt guilty that she didn't think like that in the first place. The day after, Peter came home with two bottles of alcohol. Now, both Alice and Amanda work, in order to contribute to the needs of the family.

(Forms of SGBV: economic abuse, emotional abuse)

Case study #3:

Banaz had made several attempts to warn police that her life was in danger. In December 2005, her father attacked her and tried to kill her. She was really scared and went to the police. However, her statement was not taken seriously enough by investigating officers.

Banaz fled but later went back to her family and tried to carry on her relationship with her boyfriend, in secret, but both were threatened with death if they carried on seeing each other. Banaz was urged to stay at a safe house but she believed she would be safe at home because her mother was there.

Banaz disappeared on 24 January and her decomposed body was discovered in a suitcase buried in a garden three months later. At the trial, her father and uncle said that they had ordered the murder because they believed she had shamed the family by falling in love with a man that her family did not want her to marry. Banaz was just 20 years old.

<http://news.bbc.co.uk/2/hi/6722699.stm>; 11 June 2007

(Forms of SGBV: controlling behaviour and isolation, physical abuse, crime of honour)

Case study #4

Amira was four years old when her family fled a war-torn country and settled in a city in Europe, where her early childhood life seemed immeasurably better.

Then one morning when she was eleven years old, Amira's mother suggested they visit her aunt, so Amira could play with her cousin, who was her own age. What Amira did not know was that her mother and aunt had secretly arranged for a "cutter" to circumcise their daughters. They believed that it was necessary otherwise the girls would never get husbands.

Suddenly her mother and aunt grabbed Amira. "They held me down, and then a woman I had never met before began cutting. I screamed, and my aunt put her hand tightly over my mouth," she says. "Promise no one will ever know that I've spoken to you," begged Amira, "if people in my community find out, they'll say that I've betrayed them and I'll have to run away. And anyway, I don't want my parents to be sent to jail."

Adapted from <http://www.dailymail.co.uk/femail/article-505796> 3 January 2008 and www.fgmnetwork.org

(Form of SGBV: sexual abuse)

Tips for the facilitator:

Domestic violence and abuse does not discriminate. It happens among heterosexual couples and in same-sex partnerships. It occurs within all age ranges, ethnic backgrounds, and economic levels. And while women are more commonly victimised, men are also abused — especially verbally and emotionally. Domestic abuse, also known as spousal abuse, occurs when one person in an intimate relationship or marriage tries to dominate and control the other person.

The majority of violent domestic incidents are against women and occur at home, hence the title "Family matters".

When considering this activity, be aware of the need for sensitivity and anonymity/privacy (some participants may have personal experiences of domestic violence at home or in the family). Make it clear that no one should feel under pressure to disclose more than wanted. You should feel free to change some of the details or to substitute other case studies in order to meet the needs of the participants.

Male participants may react strongly to the activity or to some of the discussions. It is important to bear in mind that the purpose is not to make men or boys feel guilty for what other men do. Nonetheless, some people argue that men are part of an oppressive patriarchal system and thus play a part in it, a postulate that can lead to some interesting discussions. You may also like to explore the consequences of men's violence against women on the men themselves, both directly and indirectly.

Ending the session with a minute's silence for the victims of domestic violence is a powerful way to close the activity and promote empathy and solidarity.

Violence against women throughout the life cycle	
Phase	Type of violence
Pre-birth	Sex-selective abortion; effects of battering during pregnancy on birth outcomes
Infancy	Female infanticide; physical, sexual and psychological abuse
Childhood	Child marriage; female genital mutilation; physical, sexual and psychological abuse; incest; child prostitution and pornography
Adolescence and adulthood	Dating and courtship violence (e.g. acid-throwing and date rape); economically coerced sex (e.g. school girls having sex with "sugar daddies" in return for school fees); incest; sexual abuse in the workplace; rape; sexual harassment; forced prostitution and pornography; trafficking in women; partner violence; marital rape; dowry abuse and murders; partner homicide; psychological abuse; abuse of women with disabilities; forced pregnancy
Elderly	Forced "suicide" or homicide of widows for economic reasons; sexual, physical and psychological abuse
Source: Violence Against Women Information Pack – World Health Organisation, 1997	

TYPE OF ACTIVITY: Case study and group work

DURATION: 1 hour 5 min

SPACE & MATERIALS: Flipchart & markers, computer & power point presentation for the case studies and the guidelines

LEARNING OUTCOMES:

- Familiarise and identify the phenomenon of SGBV
- Familiarise and define the phenomenon of SGBV and some of its manifestations
- Familiarise with some of the impacts of SGBV
- Define social constructions, socialisation and stereotypes
- Conduct discussions on GBV
- Organise awareness raising events on gender stereotypes and SGBV
- Adapt BASE activities to raise the awareness of migrants/refugees regarding gender stereotypes and SGBV

SOURCE: Council of Europe (2012). *Compass: Manual for Human Rights Education with Young People*, activity 'Domestic Affairs'. Accessible at: <https://www.coe.int/en/web/compass/introduction-to-the-2012-edition>, Adapted by Maria Elli Doufexi Kaplani; KMOP.

5.3 Tied in a red thread

GOALS: This exercise aims at the realisation of the necessity of a coherent supportive network, in order to prevent and combat GBV, as well as of the interdependence of the members of a community and the society in general.

DESCRIPTION: Before the beginning of the activity, secretly instruct few of the participants to stand next to each other and, when you give them a specific signal, to suddenly let go of the thread they will be holding.

1. Participants stand in a circle.
2. The facilitator cross-connects all members of the circle in a continuous way, unwrapping the red thread, while creating a net.
3. Then, they explain to the participants that their aim is to preserve the created net, so that it can bear, hold and protect a person from falling.
4. The facilitator instructs the participants to hold the thread as tight and strongly as they can, in order for the net to be as stretched as possible. It is stressed that participants must pay attention and not space out, because there is a person hanging from the ceiling and they might fall anytime.
5. After a minute, the facilitator gives the signal to the participants that they have instructed to let go of the thread.
6. The other participants may imitate the reaction of the these few participants and release the thread, or they might hold it. However, even if they hold it the net will collapse [5'].

Upon the completion of the activity, the facilitator explains to the participants that this net symbolises the supportive network of victims of SGBV. This network might include the family and friends of the victim, the police, relevant organisations, neighbours, etc. Then, a conversation begins with the group in order to answer the following questions [10']:

- What exactly happened?
- Why did you/ did you not follow the instructions that you were given? (meaning to hold the thread and pay attention)
- Did you know that if you let go or loosened the protective net, it would be dangerous for an individual? How did you decide to act that way? (were people influenced by the reaction of the instructed participants?)
- What influenced you into reacting like this? Why?
- Do you think what happened in the circle corresponds to real life? Please give examples.
- If the net symbolises the supportive network and we maintain a relaxed attitude towards them or we are influenced by the attitudes of others, what do you think will be the result?

TYPE OF ACTIVITY: Energizer for awareness raising

DURATION: 15 min

SPACE & MATERIALS: Thick red thread

LEARNING OUTCOMES:

- Organise awareness raising events on gender stereotypes and SGBV
- Adapt BASE activities to raise the awareness of migrants/refugees regarding gender stereotypes and SGBV
- Intolerance towards SGBV
- Advocate for the respect of Human Rights and the rights of survivors of SGBV
- Empowerment of migrant and refugee women and girls to defend their rights
- Commit to counteracting SGBV

SOURCE: Tsironis, C., Albani, C., Sitziouki, M., Tsirona, E. (ND). KEPAD and KMOP. *Ατενί-ζω: Εκπαιδευτικό εγχειρίδιο ενημέρωσης & ευαισθητοποίησης για την παράνομη διακίνηση & εμπορία ανθρώπων*. Adapted by Maria Elli Doufexi Kaplani; KMOP.

5.4 Where do I stand?

GOALS: Participants will exchange opinions and ideas on what constitutes sexual and gender-based violence.

DESCRIPTION:

1. Prepare the space, lining the centre of the room with a string and hanging in one part a poster saying, 'I Agree' and in the other one a poster with the statement 'I Disagree'.
2. Ask the participants to stand in the middle of the room, where the string is positioned. Explain to them that you will explore the phenomena of gender stereotypes and gender-based violence, with a more interactive discussion. Explain that you will now read a few statements, with which people may agree or disagree. Explain that people may occupy any point along the (imaginary) line, but that they should try to position themselves, as far as possible, next to people whose views almost coincide with their own. Brief discussion is permitted while people are finding their places [5'].
3. Read out the statements in turn.
4. Stimulate reflection and discussion. Ask those at the endpoints to explain why they have occupied these extreme positions. Ask someone near the centre whether their position indicates the lack of a strong opinion or lack of knowledge
5. Allow people to move position as they listen to each other's' comments [30'].
6. When you have gone through the statements, bring the group back together for the debriefing [15'].

Even though GBV might be perceived differently, in relation to circumstance, society and culture, it constitutes a form of oppression.

Statements

1. Some people tolerate violence because they want to.
2. It's not the government's job to make sure that people don't suffer violence – but the people's!
3. All people should have the same rights.
4. If a woman experiences violence within the family, she should keep it for herself, as it would be offensive to share it with anyone.

5. Domestic violence is no business of the community.
6. It is normal for a woman to do what her husband says, even if she doesn't want to.
7. Women's rights are human rights and should be respected.
8. One of the basic responsibilities of any government is to make sure that the rights of all citizens are protected.
9. We aren't born with rights; we get them.
10. Women should not need the permission of their partner to act.
11. If someone we know experiences violence, we should empower them to act.
12. If support can't be guaranteed, there is no point in reporting an incident.
13. If someone talks to us in a degrading way, it is still violence.
14. We can help to the prevention of violence, by not passing this culture to the next generation.
15. If we cannot solve something by ourselves, it is not shameful to ask for help.

TYPE OF ACTIVITY: Interactive exercise, interactive dialogue

DURATION: 50 min

SPACE & MATERIALS: 'I Agree' & 'I Disagree' posters, some string or tape, a copy of the statements

LEARNING OUTCOMES:

- Familiarise and identify the phenomenon of SGBV
- Familiarise and define the phenomenon of SGBV and some of its manifestations
- Familiarise with some of the impacts of SGBV
- Recognise gender stereotypes and SGBV
- Conduct discussions on gender stereotypes and GBV
- Organise awareness raising events on gender stereotypes and SGBV
- Analyse their own stereotypes, prejudices and general perceptions towards gender stereotypes and SGBV and critically reflect on them
- Adapt BASE activities to raise the awareness of migrants/refugees regarding gender stereotypes and SGBV

SOURCE: Council of Europe (2012). *Compass: Manual for Human Rights Education with Young People*, activity 'Where do you stand?'. Accessible at: <https://www.coe.int/en/web/compass/introduction-to-the-2012-edition>

6 Materials

6.1 Types of sexual violence

A wide range of sexual violent acts might happen in under different circumstances and settings. Some examples can be found on the following list⁶:

- Rape within marriage or dating relationships;
- Rape by strangers;
- Systematic rape during armed conflict;
- Unwanted sexual advances or sexual harassment, including demanding sex in return for favours;
- Sexual abuse of mentally or physically disabled people;
- Sexual abuse of children;
- Forced marriage or cohabitation, including the marriage of children;
- Denial of the right to use contraception or to adopt other measures to protect against sexually transmitted diseases;
- Forced abortion;
- Violent acts against sexual integrity of women, including female genital mutilation and obligatory inspections for virginity; and

⁶ World Health Organisation, Chapter 6, online:
https://www.who.int/violence_injury_prevention/violence/global_campaign/en/chap6.pdf accessed on the 2/9/2019

6.2 CONVENTION ON THE RIGHTS OF THE CHILD (short version)

Article 1: Definition of a child

Everyone under 18 years of age has all the rights in this Convention.

Article 2: Non-discrimination

The Convention applies to everyone whatever their race, religion, abilities, whatever they think or say, whatever type of family they come from.

Article 3: Best interests of the child

All organisations concerned with children should work towards what is best for each child.

Article 4: Rights in practice

Governments should make these rights available to children.

Article 5: Parents' guidance and the child's growing abilities

Governments should respect the rights and responsibilities of families to direct and guide their children so that, as they grow, they learn to use their rights properly.

Article 6: Survival and development

All children have the right to life. Governments should ensure that children survive and develop healthily.

Article 7: Name and nationality

All children have the right to a legally registered name, and nationality. Also, the right to know and, as far as possible, to be cared for, by their parents.

Article 8: Identity

Governments should respect children's right to a name, a nationality and family ties.

Article 9: Separation from parents

Children should not be separated from their parents unless it is for their own good. For example, if a parent is mistreating or neglecting a child. Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

Article 10: Family reunification

Families who live in different countries should be allowed to move between those countries so that parents and children can stay in contact or get back together as a family.

Article 11: Transfer and non-return of children

Governments should take steps to stop children being taken out of their own country illegally.

Article 12: The child's opinion

Children have the right to say what they think should happen, when adults are making decisions that affect them, and to have their opinions taken into account.

Article 13: Freedom of expression

Children have the right to get and to share information, as long as the information is not damaging to them or to others.

Article 14: Freedom of thought, conscience and religion

Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters.

Article 15: Freedom of association

Children have the right to meet together and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16: Protection of privacy

Children have a right to privacy. The law should protect them from attacks against their way of life, their good name, their families and their homes.

Article 17: Access to appropriate information

Children have the right to reliable information from the mass media. Television, radio, and newspapers should provide information that children can understand, and should not promote materials that could harm children.

Article 18: Parents' responsibilities

Both parents share responsibility for bringing up their children and should always consider what is best for each child. Governments should help parents by providing services to support them, especially if both parents work.

Article 19: Protection from abuse and neglect

Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them.

Article 20: Protection of a child without a family

Children who cannot be looked after by their own family must be looked after properly, by people who respect their religion, culture and language.

Article 21: Adoption

When children are adopted, the first concern must be what is best for them. The same rules should apply whether the children are adopted in the country where they were born, or if they are taken to live in another country.

Article 22: Refugee children

Children who come into a country as refugees should have the same rights as children born in that country.

Article 23: Disabled children

Children who have any kind of disability should have special care and support, so that they can lead full and independent lives.

Article 24: Health and health services

Children have the right to good quality health care, clean water, nutritious food, and a clean environment, so that they will stay healthy. Rich countries should help poorer countries achieve this.

Article 25: Review of placements

Children who are looked after by their local authority rather than by their parents should have their situation reviewed regularly.

Article 26: Social security

The government should provide extra money for the children of families in need.

Article 27: Standard of living

Children have a right to a standard of living that is good enough to meet their physical and mental needs. The government should help families who cannot afford to provide this.

Article 28: Education

Children have a right to an education. Discipline in schools should respect children's human dignity. Primary education should be free. Wealthy countries should help poorer countries achieve this.

Article 29: Aims of education

Education should develop each child's personality and talents to the full. It should encourage children to respect their parents, and their own and other cultures.

Article 30: Children of minorities or indigenous populations

Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not.

Article 31: Leisure, recreation and cultural activities

All children have a right to relax and play, and to join in a wide range of activities.

Article 32: Child labour

The government should protect children from work that is dangerous, or that might harm their health or their education.

Article 33: Drug abuse

The government should provide ways of protecting children from dangerous drugs.

Article 34: Sexual exploitation

The government should protect children from sexual abuse.

Article 35: Sale, trafficking and abduction

The government should make sure that children are not abducted or sold.

Article 36: Other forms of exploitation

Children should be protected from any activities that could harm their development.

Article 37: Torture and deprivation of liberty

Children who break the law should not be treated cruelly. They should not be put in prison with adults and should be able to keep in contact with their families.

Article 38: Armed conflicts

Governments should not allow children under 15 to join the army. Children in war zones should receive special protection.

Article 39: Rehabilitative care

Children who have been neglected or abused should receive special help to restore their self-respect.

Article 40: Children in conflict with the law

Children who are accused of breaking the law should receive legal help. Prison sentences for children should only be used for the most serious offences.

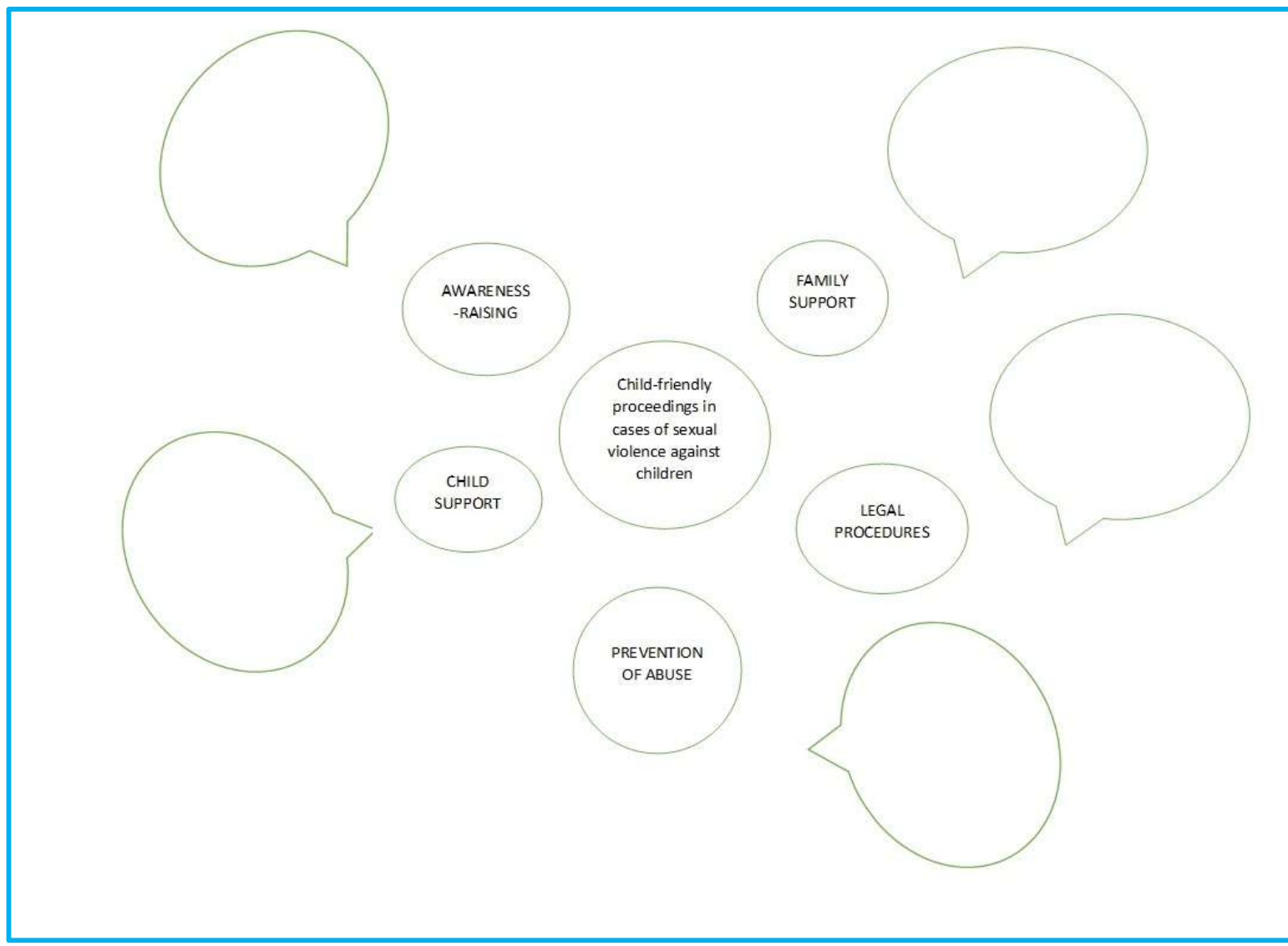
Article 41: Respect for higher standards

If the laws of a particular country protect children better than the articles of the Convention, then those laws should stay.

Article 42: Putting the CRC into practice

The government should make the Convention known to all parents and children.

6.3 Handout for Mind-map on Multiagency cooperation



6.4 Handouts for child-friendly justice in cases of SGBV

HANDOUT 1: CoE Convention on the protection of children against sexual exploitation and sexual abuse

Article 5 – Recruitment, training and awareness raising of persons working in contact with children.

1. Each Party shall take the necessary legislative or other measures to encourage awareness of the protection and rights of children among persons who have regular contacts with children in the education, health, social protection, judicial and law-enforcement sectors and in areas relating to sport, culture and leisure activities.
2. Each Party shall take the necessary legislative or other measures to ensure that the persons referred to in paragraph 1 have an adequate knowledge of sexual exploitation and sexual abuse of children, of the means to identify them and of the possibility mentioned in Article 12, paragraph 1.

Article 6 – Education for children

Each Party shall take the necessary legislative or other measures to ensure that children, during primary and secondary education, receive information on the risks of sexual exploitation and sexual abuse, as well as on the means to protect themselves, adapted to their evolving capacity. This information, provided in collaboration with parents, where appropriate, shall be given within a more general context of information on sexuality and shall pay special attention to situations of risk, especially those involving the use of new information and communication technologies.

Article 9 – Participation of children, the private sector, the media and civil society

1. Each Party shall encourage the participation of children, according to their evolving capacity, in the development and the implementation of state policies, programmes or other initiatives concerning the fight against sexual exploitation and sexual abuse of children.
2. Each Party shall encourage the private sector, in particular the information and communication technology sector, the tourism and travel industry and the banking and finance sectors, as well as civil society, to participate in the elaboration and implementation of policies to prevent sexual exploitation and sexual abuse of children and to implement internal norms through self-regulation or co-regulation.
3. Each Party shall encourage the media to provide appropriate information concerning all aspects of sexual exploitation and sexual abuse of children, with due respect for the independence of the media and freedom of the press.
4. Each Party shall encourage the financing, including, where appropriate, by the creation of funds, of the projects and programmes carried out by civil society aiming at preventing and protecting children from sexual exploitation and sexual abuse.

DISCUSSION CARD 1: CoE Convention on the protection of children against sexual exploitation and sexual abuse

1. Discuss how Articles 5, 6, 9 are being implemented in your country. For each article:

- * Give concrete examples, illustrating measures in place.
- * Outline areas for improvement, offering practical ideas.

2. Discuss the context in which interviews with the child in cases of sexual violence are currently conducted in your country. In relation to the child's experience, outline the positive and negative aspects. Suggest the optimal scenario for a child-friendly communication

HANDOUT 2: Guidelines of the Council of Ministers of the Council of Europe on Child-friendly justice

III. Fundamental principles

1. The guidelines build on the existing principles enshrined in the instruments referred to in the preamble and the case law of the European Court of Human Rights.
2. These principles are further developed in the following sections and should apply to all chapters of these guidelines.

A. Participation

1. The right of all children to be informed about their rights, to be given appropriate ways to access justice and to be consulted and heard in proceedings involving or affecting them should be respected. This includes giving due weight to the children's views bearing in mind their maturity and any communication difficulties they may have in order to make this participation meaningful
2. Children should be considered and treated as full bearers of rights and should be entitled to exercise all their rights in a manner that takes into account their capacity to form their own views and the circumstances of the case.

B. Best interests of the child

1. Member states should guarantee the effective implementation of the right of children to have their best interests be a primary consideration in all matters involving or affecting them.
2. In assessing the best interests of the involved or affected children:
 - a. their views and opinions should be given due weight;
 - b. all other rights of the child, such as the right to dignity, liberty and equal treatment should be respected at all times;
 - c. a comprehensive approach should be adopted by all relevant authorities so as to take due account of all interests at stake, including psychological and physical well-being and legal, social and economic interests of the child.
3. The best interests of all children involved in the same procedure or case should be separately assessed and balanced with a view to reconciling possible conflicting interests of the children.
4. While the judicial authorities have the ultimate competence and responsibility for making the final decisions, member states should make, where necessary, concerted efforts to establish multidisciplinary approaches with the objective of assessing the best interests of children in procedures involving them.

C. Dignity

1. Children should be treated with care, sensitivity, fairness and respect throughout any procedure or case, with special attention for their personal situation, well-being and specific needs, and with full respect for their physical and psychological integrity. This treatment should be given to them, in whichever way they have come into contact with judicial or non-judicial proceedings or other interventions, and regardless of their legal status and capacity in any procedure or case.

2. Children shall not be subjected to torture or inhuman or degrading treatment or punishment.

D. Protection from discrimination

1. The rights of children shall be secured without discrimination on any grounds such as sex, race, colour or ethnic background, age, language, religion, political or other opinion, national or social origin, socio-economic background, status of their parent(s), association with a national minority, property, birth, sexual orientation, gender identity or other status.

2. Specific protection and assistance may need to be granted to more vulnerable children, such as migrant children, refugee and asylum-seeking children, unaccompanied children, children with disabilities, homeless and street children, Roma children, and children in residential institutions.

IV. Child-friendly justice before, during and after judicial proceedings

A. General elements of child-friendly justice

1. Information and advice

1. From their first involvement with the justice system or other competent authorities (such as the police, immigration, educational, social or health care services) and throughout that process, children and their parents should be promptly and adequately informed of, inter alia:

- a. their rights, in particular the specific rights children have with regard to judicial or non-judicial proceedings in which they are or might be involved, and the instruments available to remedy possible violations of their rights including the opportunity to have recourse to either a judicial or non-judicial proceeding or other interventions. This may include information on the likely duration of proceedings, possible access to appeals and independent complaints mechanisms;
- b. the system and procedures involved, taking into consideration the particular place the child will have and the role he or she may play in it and the different procedural steps;
- c. the existing support mechanisms for the child when participating in the judicial or non-judicial procedures;
- d. the appropriateness and possible consequences of given in-court or out-of-court proceedings;
- e. where applicable, the charges or the follow-up given to their complaint; f. the time and place of court proceedings and other relevant events, such as hearings, if the child is personally affected;
- g. the general progress and outcome of the proceedings or intervention;
- h. the availability of protective measures; i. the existing mechanisms for review of decisions affecting the child;
- j. the existing opportunities to obtain reparation from the offender or from the state through the justice process, through alternative civil proceedings or through other processes;

- k. the availability of the services (health, psychological, social, interpretation and translation, and other) or organisations which can provide support and the means of accessing such services along with emergency financial support, where applicable;
 - l. any special arrangements available in order to protect as far as possible their best interests if they are resident in another state.
2. The information and advice should be provided to children in a manner adapted to their age and maturity, in a language which they can understand, and which is gender and culture sensitive.
 3. As a rule, both the child and parents or legal representatives should directly receive the information. Provision of the information to the parents should not be an alternative to communicating the information to the child.
 4. Child-friendly materials containing relevant legal information should be made available and widely distributed, and special information services for children such as specialised websites and helplines established.
 5. Information on any charges against the child must be given promptly and directly after the charges are brought. This information should be given to both the child and the parents in such a way that they understand the exact charge and the possible consequences.

2. Protection of private and family life

6. The privacy and personal data of children who are or have been involved in judicial or non-judicial proceedings and other interventions should be protected in accordance with national law. This generally implies that no information or personal data may be made available or published, particularly in the media, which could reveal or indirectly enable the disclosure of the child's identity, including images, detailed descriptions of the child or the child's family, names or addresses, audio and video records, etc.
7. Member states should prevent violations of the privacy rights as mentioned under guideline 6 above by the media through legislative measures or monitoring self-regulation by the media.
8. Member states should stipulate limited access to all records or documents containing personal and sensitive data of children, in particular in proceedings involving them. If the transfer of personal and sensitive data is necessary, while taking into account the best interests of the child, member states should regulate this transfer in line with relevant data protection legislation.
9. Whenever children are being heard or giving evidence in judicial or non-judicial proceedings or other interventions, where appropriate, this should preferably take place in camera. As a rule, only those directly involved should be present, provided that they do not obstruct children in giving evidence.
10. Professionals working with and for children should abide by the strict rules of confidentiality, except where there is a risk of harm to the child.

3. Safety (special preventive measures)

11. In all judicial and non-judicial proceedings or other interventions, children should be protected from harm, including intimidation, reprisals and secondary victimisation.
12. Professionals working with and for children should, where necessary, be subject to regular vetting, according to national law and without prejudice to the independence of the judiciary, to ensure their suitability to work with children.
13. Special precautionary measures should apply to children when the alleged perpetrator is a parent, a member of the family or a primary caregiver.

DISCUSSION CARD 2: Guidelines of the Council of Ministers of the Council of Europe on Child-friendly justice

Consider the definition of 'Child-friendly justice', its fundamental principles, and general elements (III and IV.A.1/2/3). Discuss the ways in which it can be said that, in your country, the judicial proceedings in cases of sexual violence are child friendly. Highlight the principles and elements that support your argument.

HANDOUT 3: Cyprus National Strategy and Action Plan to Combat Sexual Abuse and Exploitation of Children and Child Pornography

PREVENTION

The NS is essentially an appeal for increased action to prevent sexual abuse and exploitation of children before they occur.

Prevention is probably the most important goal of the NS. No matter how successfully the effects of sexual abuse and sexual exploitation of children may be tackled, they will be never completely erased. Therefore, the primary purpose of the NS is to reduce the number of incidents.

Prevention can be divided into the following categories:

Primary prevention - the tackling of the problem by the whole population in order to reduce the incidents

Secondary prevention - the immediate tackling of the first stages of the relevant problems before they get worse.

The proposed objectives of the national strategy for the prevention of sexual abuse of children include:

- Increasing the actions of specific groups for the prevention of sexual abuse of children.
- Making everybody understand the scope, extent and consequences that child abuse may take.
- Increasing the knowledge and skills of children, parents / guardians, professionals and members of the public at large concerning the protection of children from sexual abuse.
- Increasing the knowledge and skills of parents, professionals and members of public at large to identify indications of abuse and increased risk factors that may induce a child to become a victim.

The achievement of the above objectives will require a multi-level, coordinated and determined effort and action by the whole of civil society. This includes parents, children, experts and professionals, members of local communities – that is each one of us separately and all together.

III. SECOND PILLAR - SECONDARY PREVENTION

1.1 Goal of Secondary Prevention

The aim of secondary prevention is the immediate and timely response to the initial problems before they get worse.

Secondary prevention aims to identify among the general population, those vulnerable groups, families or individuals who are more likely to develop dangerous behaviours ("high risk") relating to child abuse. These groups have one or more "risk factors", which, as empirical studies show, are more likely to predispose to abuse-neglect.

Of course in no way secondary prevention should be interpreted as a way of characterising a parent or a family as a "risk for abuse" but as "a high priority for assistance" through the indicated services. The provision of early support to these groups can significantly prevent most forms of child abuse. The goal is to identify them, in order to give them as much as possible early support so as not exhibit any tendency to abuse.

The actions for secondary prevention are directed to redesigning the structure of some services so that they may focus on early intervention, including the development of family support nodes at all levels relating, for example, to health and social care issues.

1.1.1 Guidance Manuals

Among the above-mentioned actions in relation to primary prevention, already some actions have been identified which would also act as secondary prevention activities. These are the manuals which will be created and which will provide guidance in identifying children who, for various reasons, face an increased risk of becoming victims.

As part of the NS and in cooperation with the "Voice" the following bodies will create and distribute the relevant manuals:

- (A) Ministry of Education and Culture for educationists
- (B) Ministry of Education and Culture for parents / guardians
- (C) Cyprus Sports Organisation
- (D) Union of Municipalities
- (E) Office of the Volunteerism Commissioner
- (F) Pancyprian Volunteerism Coordinative Council
- (H) Cyprus Medical Association and Societies

1.1.2 Education of Professionals

Professionals who have frequent contact with children and vulnerable social groups, families or individuals, which may be deemed to be "high risk" for abusing children should be educated so as to:

- (a) Be able to identify vulnerable families and / or high risk individuals and / or notice the risk factors
- (b) know how to behave and what procedures to follow when they identify vulnerable groups and / or "high risk" individuals.

The professionals targeted by the actions of secondary prevention are the teachers, the health professionals and the officers of the Social Welfare Services(SWS)

Consequently, the NS shall include the following actions:

ACTIONS	IMPLEMENTATION	IMPLEMENTING
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	TIME	AGENCY
Designing a scientific special tool for the application of criteria and indicators for identifying families or individuals already under supervision of the the SWS, which can be defined as "high risk" groups (See. Section E below CAN tool (MDS)	2016-17	Social Welfare Services "Voice"
Designing and promoting on an island-wide basis a specialised scientific intervention programme for high risk families aiming at strengthening the ties and relations between family members (parenting skills)	2016-2019	Social Welfare Services "Voice"
Specialised group training of SWS officers to recognise and identify vulnerable groups with a high risk of abuse-neglect and sexual violation of children	2016-19	Social Welfare Services Voice"
Supporting young couples so that they can cope with the everyday stress of raising a child.	2016-19	Social Welfare Services

Continuing and expanding the existing visits' programmes by professionals to young mothers and mothers of new-born babies	2016-19	Ministry of Health
Specialised training of health professionals to recognise and identify vulnerable groups running a high risk for abuse-neglect and sexual violation of children	2016-19	Ministry of Health Cyprus Medical Association Medical Societies "Voice"
Specialised group training of educationists and / or educational psychologists to recognise and identify vulnerable groups running a high risk for abuse-neglect and sexual violation of children	2016-19	Ministry of Education and Culture "Voice"
Specialised training of police officers and especially neighbourhood policemen to recognise and identify vulnerable groups running a high risk for abuse-neglect and sexual violation of children		Ministry of Justice and Public Order "Voice"

1.1.3 Coordination of Services

In addition to the above-mentioned information and training / specialisation in identifying potential victims, secondary prevention is directed mainly to "redesigning" the competent services, which are the main recipients of such reports in order to focus on early intervention, including development of family support nodes in all health related issues and social care.

The department responsible for the coordination of these actions / interventions will be the Social Welfare Services.

This coordination will include the following actions:

ACTIONS	IMPLEMENTATION TIME	IMPLEMENTING AGENCY
Designating the liaison person / persons between the Social Welfare Services and other services	2016	Social Welfare Services
Creating the report form for the identification of 'high risk' individuals or families	2016	Social Welfare Services
Creating the tool for recording and analysing reports identifying 'high risk' individuals or families and the proposed interventions (See. CAN tool (MDS) in Section E below)	2016-17	Social Welfare Services "Voice"
Distributing the report form to specialised educationists and educational psychologists	2017-2019	Ministry of Education and Culture
Distributing the report form to specialised police officers	2017-2019	Ministry of Justice and Public Order
Distributing the report form to specialised health professionals	2017-2019	Cyprus Medical Association

CHILDREN'S HOUSE

- The House will be the place where the child will be immediately transferred for the further investigation of the incident.
- The referral will be made only by the Police or the Social Welfare Services when the examination of the complaint begins.
- The House will be staffed by a director / coordinator, two social welfare officers, two clinical psychologists and the person who will take the video-taped statement. All the staff will have specific and continuing training and specialisation.
- The House will have rooms for reception, treatment, taking video recorded statements, a clinic and offices.
- The staff will be permanently employed in the House. The House opening hours will be 9 am- 5pm, but these hours will be extended if this is deemed necessary.
- The video recorded statement will be taken by a specialised police officer who has received special training for this purpose and will be monitored through video media by the multidisciplinary team made up of the officers mentioned above.
- The first stage of incident response will concern the evaluation of the child, his family, his condition, the need to support him and his family as well as the evaluation of his story for the purpose of bringing the case to the courts.
- In cases where it is not necessary to carry out the forensic examination of the child to gather evidence (if the incident has occurred usually within 72 hours) then a medical, non-invasive examination by a paediatrician will be held in the House.

There will be no permanent employment of medical personnel, but a list of specialised paediatricians from the private sector will be prepared in collaboration with the Cyprus Medical Association, who will carry out the examination by appointment.

- If the child is accompanied by an innocent family member or other children, such as brothers, group support to all of them will be provided in the House. Additionally, the Police will be able to conduct in the House the necessary interviews with these witnesses, if this is deemed feasible.
- The House will offer also the second response phase of the incident, which concerns the support and treatment of the child and his family until they overcome the first trauma. This step includes the preparation of the child for the hearing.
- If and when it is deemed that the child has overcome the first trauma, then where necessary the child will be referred accordingly to other people for further support.
- During the evaluation and support of the child, the multidisciplinary group shall communicate with the environment of the child, such as the school he attends.

The House and mainly the welfare workers will undertake this information and coordination with the child's environment.

The Social Welfare Services will conclude an agreement with another organisation (NGO) for the management of the House and the employment of the necessary staff (of course ensuring the legal and moral necessity of confidentiality through a special agreement).

- All staff at the House will be subject to regular external evaluation and support as it is generally acknowledged that the permanent preoccupation with these issues is an extremely soul-destroying procedure.
- The Coordinator will be the person responsible for the House, with the authorisation of the Social Welfare Services, for operation of the CAN (MDS) incident recording system (See. Section E).
- The building to host the Children's House has been found due to the kind contribution of the "Union- Greek Ladies' Association". Furthermore, the Union has undertaken to proceed with the renovation of the building at a cost of € 300.000 before its handed over for use by the State.
- Moreover, the State has been in contact with Mr. Bragi Gudbrandsson, General Director, Government Agency for Child Protection, Iceland, and Chairman of the Lanzarote Committee of the Council of Europe to study the collaboration between the two States on child protection issues. Mr. Gudbrandsson, has accepted the request of Government for him and his team, who operate a similar Children's House in Iceland, to offer consultative services and expertise.

1.4 Law Enforcement Services and Judicial System

The prerequisite for the effective functioning of the House and the successful investigation and prosecution of offences is the contribution of the law enforcement authorities and the judicial system.

Therefore, the Ministry of Justice and Public Order shall undertake the following actions:

ACTIONS	IMPLEMENTATION TIME	IMPLEMENTING AGENCY
Specialising a specific team of police officers to take video recorded statements. This team shall not be made up of more than four persons in order to ensure continued training and acquiring experience in their participation in the multi-thematic team which will	2016-19	Ministry of Justice and Public Order

operate the Children's House		
Specialising officers in every District CID to investigate offences of sexual violence against children	2016-19	Ministry of Justice and Public Order
Awareness raising in issues of sexual violence against children and familiarising police officers of all grades and Police Prosecutors with the legal framework and the incident handling procedures by strengthening the teaching of the subject in pre-service and intra-service training	2016-19	Ministry of Justice and Public Order
The possibility will be studied, in Agreement with the Supreme Court, so that the special interview room is used also as the place where the child shall go during the cross-examination hearing. As today the child is not in the Court room, there is no reason to be in a nearby room, if the child can be in a specially designed environment, provided that the area where the child will be, will be under the control of the Court.	2016	Ministry of Justice and Public Order Supreme Court
Study in cooperation with Supreme Court the issuing of instructions to the District Courts and the Assizes Courts to give priority to the hearing of cases of sexual violence against children	2016	Ministry of Justice and Public Order Supreme Court
Study in cooperation with Supreme Court the issuing of instructions and/or amending the Criminal Procedure Law in connection with the cross examination of children - witnesses	2016	Ministry of Justice and Public Order Supreme Court
Mandatory training and education of judges of all grades in carrying out hearings in connection with crimes of a sexual nature against children	2016-19	Ministry of Justice and Public Order Supreme Court
Mandatory training and education of counsels of the Republic in the handling of cases	2016-19	Ministry of Justice and Law Office of the Republic

of offences of sexual nature against children		
Training and education of lawyers in the handling of cases in connection with crimes of a sexual nature against children	2016-19	Cyprus Bar Association District Bar Associations "Voice"
Drawing up a list of lawyers who will be willing to offer advice to victims and their families	2016-19	Cyprus Bar Association District Bar Associations "Voice"
Training and education of the mass media on the proper reporting of news relating to revelations about the sexual offences of abuse and exploitation of children and giving guidance on good reporting in the Codes of Conduct or operation of all the mass media	2016-19	"Voice" Cyprus Radio Television Authority, Cyprus Media Complaints Commission, Cyprus Publishers Association Electronic Media Association

It should be noted that in the framework of cooperation with the CYTA and its willingness to contribute actively to the NS, Cytacom has examined and approved the development of a VideoConference System worth € 15.310 that will allow the connection of the Children's House with the competent courts for the purpose of cross-examination of children victims / witnesses.

11.5 Reporting / complaint procedures to prosecution authorities

In order to activate the incident investigation procedure by the multi-disciplinary group in the Children's House it is necessary to establish procedures in the first incident detection point so as to avoid any re-victimisation of the child or influencing the testimony of the case. Such first reference points are the schools, the Social Welfare Services and other places frequented by children, or where care is provided to children, which have been mentioned in Section B above.

The preparation of a circular on the procedures for reporting and handling incidents to be sent to the Cyprus Sports Organisation, municipalities, charitable or non-governmental organisations has been mentioned in Section B above.

The NS shall include the following actions:

ACTIONS	IMPLEMENTATION TIME	IMPLEMENTING AGENCY
Preparing a Circular which will inform the teaching staff of all Public or Private Schools of Primary (Kindergarten, Primary, Special School) Education, General Secondary and Secondary Technical and Vocational Education on the obligation, under the Sexual Abuse and Exploitation of Children and Child Pornography Law (91 (I) / 2014), to identify incidents and make a relevant complaint to the competent authorities, in cases where there is reasonable suspicion that children are subject to sexual abuse and / or exploitation. Formulating procedures for reporting incidents of child sexual abuse. Clear Action Protocol prepared following MOEC consultations with various authorities.	2016 Making a relevant mention every school year in the initial circular and amending the circular where necessary before the beginning of every school year	All Departments and Services of the Ministry of Education and Culture Department of Primary Education Department of Secondary Education Department of Secondary Technical and Vocational Education Pedagogical Institute Educational Psychology Service Career Counselling and Educational Services
Preparing a Circular that will inform the Social Welfare Services staff on the procedures for reporting and handling incidents of child sexual abuse		

Implementing a pilot programme of securing the services of 7 specialised persons from the private sector as Family Counsellors so as to act as advisors or representatives of the victims and their families in cases of sexual abuse or exploitation of children or as otherwise specified by the Minister of Labour and Social Welfare (On condition that the pilot Programmes is positively evaluated)	2016-17	Ministry of Labour, Welfare and Social Insurance “Voice”
Expanding the programme of securing the services of specialised persons from the private sector as Family Counsellors so as to act as advisors or representatives of the victims and their families in cases of sexual abuse or exploitation of children or as otherwise specified by the Minister of Labour and Social Welfare (On condition that the pilot Programme is positively evaluated)		Ministry of Labour, Welfare and Social Insurance “Voice”

DISCUSSION CARD 3: Cyprus National Strategy and Action Plan to Combat Sexual Abuse and Exploitation of Children and Child Pornography

1. In relation to Prevention (p. 13) and, in particular Secondary Prevention (p. 40 to 43), present and discuss the actions you are aware of and/or have been involved with, considering their appropriateness and effectiveness.

2. In relation to Tertiary prevention (p. 47 to 52), discuss interventions to reduce the negative consequences of investigation proceedings, particularly the re-victimisation of the child.

6.5 Handout on Non-verbal communication

Different Types of Non-verbal communication

What is Non-verbal Communication (Definition)

Non-verbal communication occurs without using any oral or written word.

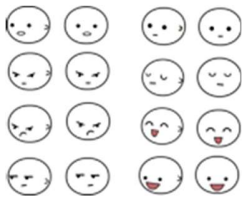
Instead of written or oral words, it relies on various non-verbal cues like physical movements, tasks, colours, signs, symbols, signals charts etc. to express feelings, attitudes or information.

Although no word are used in non-verbal communication, it can effectively communicate many human feelings more accurately than verbal methods of communication.

Different Types of Non-verbal Communication:



Eye contact: can be an important channel of communication between people and can help to regulate the flow of communication, it can signal interest in others.



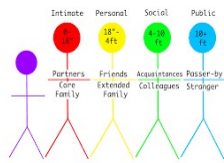
Facial expressions: the face is an important communicator and it is commonly said that face is the index of the mind (it can allow others to see how another person might be feeling).



Gestures: A thumbs up in the UK culture means all is well/good/ok and thumbs down means all is not good. We must be aware and open to understand that different gestures will have different meanings across cultures for example in Europe, raising thumb is used to convey that someone has done something excellent while in Bangladesh the same gesture is used to anger, insult or taunt someone.



Body Language: Body language is another widely recognised form of non-verbal communication; body movements can convey meanings and message. Body language may take two forms of unconscious movements and consciously controlled movements.



Proximity (personal space): Cultural norms dictate a comfortable distance between individuals when communication is taking place and you should look for signals of discomfort caused if you are too close to the person you are taking too (this will be especially important when supporting women/girls experiencing GBV).



Touch: Touch is a widely used form of non-verbal communication tool. However, the accepted modes of touch vary depending on the gender, age, relative status, intimacy and cultural background of the persons. Touch can also have a negative impact, especially for individuals who have experienced or are experiencing trauma (we need to bear this in mind when supporting women/girl who are experiencing GBV).

Symbol: A mark or character used as a representation of an object, function, or process



Silence: Silence is a powerful tool for communication; it may have a positive or negative meaning. Silence can indicate that a person is listening carefully, or it could mean a lack of interest in what you are saying. A majority of people find silence uncomfortable especially if they are not the ones initiating the silence, it could also indicate that a person feels threaten and/or are in fear of the other person.

Please note that this is an editable document. If the contents are not appropriate to your context, please feel free to amend.

Non-verbal Communication: Definition, Types, Importance (Explained), <https://iedunote.com/non-verbal-communication> (accessed: 14.08.19), adapted by Donna, Pollard; Rinova Ltd.

Active Listening Skills

Build trust and establish rapport.



Ask specific questions.



Demonstrate concern.



Use brief verbal affirmations like:



Active listening techniques can help you truly understand what people are saying in conversations and meetings

 the balance

6.7 Handouts - Role of the Community Advocate - Scenarios

HANDOUT SCENARIO 1

The Case Background

A police call handler had taken a report from a young girl reporting that her father has threatened to kill her if she does not travel to Pakistan and marry her cousin. She is attending the police station for interview.

Scenario 1

Interviewing officers: PS Sarah Smith (lead interviewer), PC Tom Khan (2nd Interviewer) – both officers are in full uniform.

On arrival at the Police Station another woman accompanies the girl. You introduce yourself and your colleague PC Khan and explain that you will be talking to the girl in an interview room where you will record the conversation between you and ensure you capture everything that is said. You tell her that you and your colleague PC Khan will both be asking questions and making sure they get as much information as possible. You ask whom the girl has brought with her for support. The woman explains she is one of the cultural advisors within the community and she is there to support the girl and offer translation if needed.

The interview room has 4 armchairs and a small table. There is a jug of water and glasses on the table and a small box of tissues.

You start talking to the girl and ask her to tell you everything. You notice that as she talks to you, she often turns to the cultural advisor for support and reassurance. The girl explains that she is due to be sent to Pakistan in the next few weeks to marry her cousin in an arranged marriage. She is visibly distressed, shaking and crying as she tells you she doesn't want to go, but if she refuses her father has said that he will kill her for bringing shame on the family. Her father has previously beaten her for going out with her college friends, which she did not report.

When the girl has finished talking you start asking her some questions. You speak clearly and slowly and maintain eye contact with the girl when you are talking to her; you smile gently and try to make her as comfortable as possible. The girl seems to have trouble understanding some of what you say and turns to the cultural advisor talking to her in her native language, the cultural advisor responds and asks if it would be ok if she translates for the girl if there are any words or phrases she doesn't understand, you agree and the girl seems to relax and responds well to the rest of your questions. PC Khan then asks the girl for some more information; when he speaks to the girl he is softly spoken and although he makes eye contact, he does not hold her gaze, he uses her name a lot and sits back from the table. When you have both finished you thank the girl and the cultural advisor and explain that if you need to ask any more questions or need more information you will be in touch. You go on to tell the girl that you will now start to investigate the allegations she has made, and you may need to speak with other members of her family, including her father. You finish by checking that the girl has somewhere safe to stay and remind her to call the police if she is not safe or is in danger.

Questions for discussion:

- Is a police station a safe and pleasant atmosphere?
- Where might be more suitable?
- The cultural advisor translating – can you think of any disadvantages to this? What are the advantages? What other services could you use?
- What do you think worked well?
- What might you do differently?

HANDOUT SCENARIO 2

The Case Background

A police call handler had taken a report from a young girl reporting that her father has threatened to kill her if she does not travel to Pakistan and marry her cousin. She is attending the police station for interview.

Scenario 2

Interviewing officers: DS Sarah Smith (lead interviewer), DC Ellie Khan (2nd interviewer) – both officers are in plain clothes.

On arrival at the Police Station another woman accompanies the girl. You introduce yourself and your colleague PC Khan and explain that you will be talking to the girl in an interview room where you will be able to record the conversation between you and ensure you capture everything that is said. You tell her that you and your colleague PC Khan will both be asking questions and making sure they get as much information as possible. You ask whom the girl has brought with her for support? The woman explains she is one of the cultural advisors within the community and she is there to support the girl and offer translation if needed.

The interview room has 4 armchairs and a small table. There is a jug of water and glasses on the table and a small box of tissues.

You start talking to the girl and ask her to tell you everything. You notice that as she talks to you, she often turns to the cultural advisor for support and reassurance. The girl explains that she is due to be sent to Pakistan in the next few weeks to marry her cousin in an arranged marriage. She is visibly distressed, shaking and crying as she tells you she doesn't want to go but if she refuses her father has said that he will kill her for bringing shame on the family. Her father has previously beaten her for going out with her college friends which she did not report.

When the girl has finished talking DC Khan talks to the girl asking her why she didn't report her father for beating her? She goes on to ask the girl if she understands the impact the allegations might have on her family and if she is sure she wants to go ahead with the interview. The girl looks very upset and looks to the cultural advisor she nods her head and agrees to go ahead with the interview. You lean forward and start to speak to the girl. You tell her that you will need to look at your notes so if you are not looking at her that doesn't mean you aren't paying attention. You then start questioning the girl about her account. You want to get as much information as possible and to do this you ask the girl to go over what she has said several times making sure you understand exactly what she is saying. The girl turns to the cultural advisor talking to her in her native language, the cultural advisor responds and asks if it would be ok if she translates for the girl if there are any words or phrases she doesn't understand, you say that you would prefer that it is only the girl who speaks during the interview. You continue with your questions. When you have finished you thank the girl and the cultural advisor and explain that if you need to ask any more questions or need more information you will be in touch. You go on to tell the girl that you will now start to investigate the allegations she has made, and you may need to speak

with other members of her family including her father. You finish by checking that the girl has somewhere safe to stay and remind her to call police if she is not safe or is in danger.

Questions for discussion:

- Is a police station a safe and pleasant atmosphere?
- Where might be more suitable?
- What services could you use to help the girl understand and translate better?
- What do you think worked well?
- What might you do differently?

HANDOUT SCENARIO 3

The Case Background

A police call handler had taken a report from a young girl reporting that her father has threatened to kill her if she does not travel to Pakistan and marry her cousin. She is attending the police station for interview.

Scenario 3

Interviewing officers: DS Pete Smith (lead interviewer), DC Tom Khan (2nd interviewer) – both officers are in plain clothes.

On arrival at the Police Station another woman accompanies the girl. You introduce yourself and your colleague DC Khan and explain that you will be talking to the girl in an interview room where you will be able to record the conversation between you and ensure you capture everything that is said. You tell her that you and your colleague DC Khan will both be asking questions and making sure they get as much information as possible. You ask whom the girl has brought with her for support? The woman explains she is one of the cultural advisors within the community and she is there to support the girl and offer translation if needed. You ask the girl and the cultural advisor if they would like tea, coffee or water and apologise that the interview room is very basic.

The interview room has a small table and 4 hard chairs.

You start talking to the girl and ask her to tell you everything. You notice that as she talks to you, she often turns to the cultural advisor for support and reassurance. The girl explains that she is due to be sent to Pakistan in the next few weeks to marry her cousin in an arranged marriage. She is visibly distressed, shaking and crying as she tells you she doesn't want to go but if she refuses her father has said that he will kill her for bringing shame on the family. Her father has previously beaten her for going out with her college friends which she did not report.

When the girl has finished talking DC Khan talks to the girl asking her why she didn't report her father for beating her? She goes on to ask the girl if she understands the impact the allegations might have on her family and if she is sure she wants to go ahead with the interview. The girl looks very upset and looks to the cultural advisor she nods her head and agrees to go ahead with the interview. You lean forward and start to speak to the girl. You tell her that you will need to look at your notes so if you are not looking at her that doesn't mean you aren't paying attention. You then start questioning the girl about her account. You want to get as much information as possible and to do this you ask the girl to go over what she has said several times making sure you understand exactly what she is saying. The girl turns to the cultural advisor talking to her in her native language, the cultural advisor responds and asks if it would be ok if she translates for the girl if there are any words or phrases she doesn't understand, you say that you would prefer that it is only the girl who speaks during the interview. You continue with your questions. When you have finished you thank the girl and the cultural advisor and explain that if you need to ask any more questions or need more information you will be in touch. You go on to tell the girl that you will now start to investigate the allegations she has made, and you may need to speak

with other members of her family including her father. You finish by checking that the girl has somewhere safe to stay and remind her to call police if she is not safe or in danger.

Questions for discussion:

- Is a police station a safe and pleasant atmosphere?
- Where might be more suitable?
- What services could you use to help the girl understand and translate better?
- What do you think worked well?

What might you do differently?

6.8 Handout – Lyrics for “Love the Way You Lie” – Eminem ft. Rihanna

English	National Language
<p>[Rihanna:] (chorus)</p> <p>Just gonna stand there and watch me burn</p> <p>Well, that's alright because I like the way it hurts</p> <p>Just gonna stand there and hear me cry</p> <p>Well, that's alright because I love the way you lie</p> <p>I love the way you lie</p> <p>[Eminem:]</p> <p>I can't tell you what it really is</p> <p>I can only tell you what it feels like</p> <p>And right now there's a steel knife in my windpipe</p> <p>I can't breathe but I still fight while I can fight</p> <p>As long as the wrong feels right it's like I'm in flight</p> <p>High off her love, drunk from her hate,</p> <p>It's like I'm huffing paint and I love her the more I suffer, I suffocate</p> <p>And right before I'm about to drown, she resuscitates me</p> <p>She f**king hates me and I love it.</p> <p>"Wait! Where you going?"</p>	

<p>"I'm leaving you!"</p> <p>"No you ain't. Come back."</p> <p>We're running right back.</p> <p>Here we go again</p> <p>It's so insane 'cause when it's going good, it's going great</p> <p>I'm Superman with the wind at his back, she's Lois Lane</p> <p>But when it's bad it's awful, I feel so ashamed I snap,</p> <p>"Who's that dude?"</p> <p>"I don't even know his name."</p> <p>I laid hands on her, I'll never stoop so low again</p> <p>I guess I don't know my own strength</p> <p>[Rihanna:] (chorus)</p> <p>[Eminem:]</p> <p>You ever love somebody so much you can barely breathe when you're with 'em</p> <p>You meet and neither one of you even know what hit 'em</p> <p>Got that warm fuzzy feeling</p> <p>Yeah, them chills used to get 'em</p> <p>Now you're getting fucking sick of looking at 'em</p> <p>You swore you'd never hit 'em; never do nothing to hurt 'em</p> <p>Now you're in each other's face spewing venom in your words when you spit them</p> <p>You push, pull each other's hair, scratch, claw, bit 'em</p>	
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<p>Throw 'em down, pin 'em</p> <p>So lost in the moments when you're in them</p> <p>It's the rage that took over,</p> <p>It controls you both</p> <p>So they say it's best to go your separate ways</p> <p>Guess that they don't know you 'cause today that was yesterday</p> <p>Yesterday is over, it's a different day</p> <p>Sound like broken records playing over but you promised her</p> <p>Next time you'd show restraint</p> <p>You don't get another chance</p> <p>Life is no Nintendo game</p> <p>But you lied again</p> <p>Now you get to watch her leave out the window</p> <p>Guess that's why they call it window pane</p> <p>[Rihanna:] (chorus)</p> <p>[Eminem:]</p> <p>Now I know we said things, did things that we didn't mean</p> <p>And we fall back into the same patterns, same routine</p> <p>But your temper's just as bad as mine is</p> <p>You're the same as me</p> <p>When it comes to love you're just as blinded</p>	
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<p>Baby, please come back</p> <p>It wasn't you, baby it was me</p> <p>Maybe our relationship isn't as crazy as it seems</p> <p>Maybe that's what happens when a tornado meets a volcano</p> <p>All I know is I love you too much to walk away though</p> <p>Come inside, pick up your bags off the sidewalk</p> <p>Don't you hear sincerity in my voice when I talk</p> <p>Told you this is my fault</p> <p>Look me in the eyeball</p> <p>Next time I'm pissed, I'll aim my fist at the drywall</p> <p>Next time? There won't be no next time!</p> <p>I apologize even though I know it's lies</p> <p>I'm tired of the games I just want her back</p> <p>I know I'm a liar</p> <p>If she ever tries to f**king leave again</p> <p>I'mma tie her to the bed and set this house on fire</p> <p>I'm just gonna</p> <p>[Rihanna:] (chorus)</p>	
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