



Essential Training for Labour Market after Gender-Based Violence

**Curriculum of
communication and
social skills module
through digital tools
for GBV victims'
development**

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INDEX

1. INTRODUCTION.
2. OBJECTIVES.
3. COMPETENCE DEVELOPMENT.
4. RESOURCES FOR DEVELOPING COMPETENCIES AND SKILLS.
5. TRAINING APPROACH AND METHODOLOGIES.
6. LEARNING ACTIVITIES IN SUPPORT OF THE TRAINING CONTENT
7. EVALUATION.
8. APPENDIX 1: TRAINING SESSION EXAMPLE

1. INTRODUCTION

The GBV is not only devastating for survivors of violence and their families, but also entails significant social and economic costs. In some countries, violence against women is estimated to cost countries up to 3.7% of their GDP, more than double what most governments spend on education. One characteristic of gender-based violence is that it knows no social or economic boundaries and affects women and girls of all socio-economic backgrounds: this issue needs to be addressed in both developing and developed countries.

Decreasing violence against women and girls requires a community-based, multi-pronged approach, and sustained engagement with multiple stakeholders. The most effective initiatives address underlying risk factors for violence, including social norms regarding gender roles and the acceptability of violence. GBV usually include control over women's social interactions and autonomy, verbal, emotional, economic control, and threats of abuse and violence. All of these can have devastating psychological consequences, affecting a woman's confidence, her ability to leave a violent relationship and to sustain meaningful employment.

The impact of GBV has become an important workplace issue, recognizing how power and control interconnect work and private life. For example, economic violence has a direct impact on women's ability to work, such as preventing women from having sufficient money for bus fares to get to work or to buy clothing suitable for work, and sometimes violent partners break women's work tools or physically remove women from their workplaces.

Research indicates that women who experience domestic violence are employed in higher numbers in casual and part-time work, and their earnings are up to 60 per cent lower, compared to women who do not experience such violence. GBV affects women fully and actively in their vocational training, and in their participation in the labour market, as many women experiencing GBV end up leaving their training and their jobs. It can also affect the safety of victims and of others at the school and in the workplace, including peers, employers, or customers. Preventing this from happening and supporting victims of domestic violence at vocational training and work can save women's lives.

2. OBJECTIVES

The purpose of this guide is facilitating a curriculum of communication and social skills module through digital tools for GBV victims' development from a national and transnational point of view, using information and data collected through a partner's research and analysis done for 3 different countries focus group of experts in adult training, in core competence training and in social services GBV victims care.

It defines the core competencies selected, the training module contents for the acquisition of this core competences compatible with digital methodology and a selection of online materials to use during the training and helping women to choose or identify the best way for their further professional growth and prepare them for entering the labour market after experiencing GBV or becoming financially independent themselves by becoming entrepreneurs.

According to studies, one of the best predictors of whether a woman who experienced GBV will stay away from her abuser, is the degree of her economic independence. Though violence often jeopardises victims' ability to stay in a job or enter the labour market. The reasons for that can be as follows: they need time off because of court or medical needs; abusers' regular interference prevents them from going to work; harassment at work; limiting access to finances. Therefore female victims are more likely than other women to be unemployed, have some kind of health problems that affect their employability or job performance. That can result in lower personal income, and they often have to rely on welfare support. Many women are denied a prosperous future to succeed in entrepreneurship, academics or politics because they often lack basic education, skills and competency training. Women often deal with social or economic barriers, humiliation, discrimination in all sectors of society. Therefore offering knowledge, training - that is the bridge towards the labour market - can help them to fulfil their aspirations and become independent.

There are several directions on how to tackle GBV challenges:

- **Address deeply rooted in societies' social norms** that can be done through work on transforming gender norms and power relations from within the communities. Effective strategies for the prevention of GBV, include raising society's awareness, empowering women economically and promoting women's active participation in public life to ensure overall growth and achieve meaningful transformation of how women are perceived no matter their age, social or economic background. That will also encourage women to re-evaluate their role in society, family and labour market and see that they have many options on how to change their life path.
- **Education on human rights.** Education should be about education for change - at a personal and societal level. It is about developing women's competence to be active citizens. Educational process should develop skills, knowledge, values and attitudes that are appropriate for positive action in the context of human rights. In GBV context, it also corresponds to gender related human rights. Women must learn about **human rights - what they are and of how they can protect individuals**. Also one must learn through human rights - meaning - **the way human rights learning is organised, must be consistent with human rights values**, for example, **offer active participation, freedom of thought and expression**.
- **Empower women of GBV to Establish their economic independence.** Economic independence is widely recognised as a prerequisite for enabling women to have control over their lives. Employment is recognised as the main way to be economically independent. Women's economic independence is strictly connected with the recognition of women's work. The quality of employment here is especially relevant. because poor working conditions - short working hours, low pay, interrupted career - can result in low earnings, low learning opportunities. Also in many countries it can lead to having no access to social protection and as a result have reduced pension, therefore increasing the poverty risk. **It is also important to**

consider economic security and to be able, have the competencies to plan for future needs and be aware of risks. By gaining financial knowledge or learning new employment skills, can significantly improve women's economic independence and access to training and education.

It is about developing women's competencies to become active, independent citizens who participate in their communities, work and daily life activities. The educational process should therefore develop knowledge, skills, values and attitudes that are appropriate for positive action on behalf of human rights. In the case of this manual, such positive action concerns chiefly the area of gender-related human rights - for example whenever gender-based violence is concerned.

Today's job market is constantly increasing requirements on competencies across all sectors. This poses a major challenge especially for women - victims of GBV - due to their unemployment status, not being able to attend work regularly, lack of up-to-date training, health, financial or other challenges. No matter if a woman plans to enter a labour market or become an entrepreneur, there are key competencies that should be developed to become financially independent, to self-reflect on their own aspirations, values, and life circumstances due to them experiencing GBV.

Further we will explore competencies that will help enter the labour market or create their own business or learn new skills and work in, for example, the Tech industry that offers many options to work remotely and independently.

3. COMPETENCE DEVELOPMENT.

Competencies include the elements of knowledge, abilities, skills, personal characteristics, behaviours that an individual must develop and acquire in order to achieve improvement in personal or professional circumstances.

This training module focuses on 6 key competencies to address including personal and professional development with the aim to help women to grow personally and professionally in terms of entering the labour market or becoming entrepreneurs.

- 1. Resilience.**
- 2. Diversity and inclusion.**
- 3. Communication.**
- 4. Self-reflection and inclusive behaviour.**
- 5. Labour inclusion and VET training.**
- 6. Building networks and partnerships**

This framework describes the key competencies that will be needed by women - GBV victims - who fully want to join the labour market, become more aware and capable of changing their current life situation - with a strong focus on possible positive changes ahead. It also describes in more detail each competence what it means, what aspects it includes. The framework promotes a shared understanding of the personal and professional competencies in a holistic approach.

The competency model refers to a group of competencies that are identified as the necessary experience, skills, knowledge, and behaviours needed for improving GBV victims' access to the labour market, as well as change their own perceptions of their life situation and future possibilities.



	Competence	Description	Timing for each competence training
1	Resilience competence	<p>Includes the capacity to learn from experience, be flexible and demonstrate self-awareness. If a person is resilient, it means she has the ability to focus on solutions no matter the circumstances. It helps to overcome obstacles at work, at family life or when entering employment. When addressing the competency of resilience, the following aspects should be explored:</p> <ul style="list-style-type: none">• What is "resilience".• What helps to be resilient.• How to develop resilient behaviour.• Benefits of practising resilience.• Practical tasks for self-reflection.	5 h
2	Diversity and inclusion competence	<p>There are many barriers and discrimination that diverse women face in society, employment. All women - no matter their background - should be protected according to their human rights. This means recognizing and understanding how inequalities affect diverse women and girls and shape their identity and power after they experienced GBV. Women themselves also should acquire diversity inclusion practices not only to be able to reflect on their own values and views, but also to be able to adjust to the rapidly changing labour market and organisation culture.</p> <p>When addressing the competency of I&D, the following aspects should be explored:</p> <ul style="list-style-type: none">• Self-awareness of own values, beliefs, cultural conventions.• Self-awareness of human rights, rights as an employee, as a citizen with equal access to the labour market, VET training, education.• Stereotypes, prejudices, biases: techniques to challenge assumptions about others, ways to minimise stereotypes, how to be aware of your biases, decision-making based on evidence.• Knowledge on different gender stereotypes and prejudices, gender equality. Promoting gender equality means promoting the right of women to have the same opportunities for the achievement of	5 h



		important goals in society such as education, employment, and income and to contribute to political, social, and cultural development at all levels.	
3	Communication competence	<p>When entering the labour market, it is crucial to develop effective communication skills that are about making professional and personal connections with others in the organisation. It's also about having the ability to express one's needs and communicate them clearly as this can be especially difficult for women who experienced GBV in their lives.</p> <p>When addressing the communication competence, the following aspects should be explored:</p> <ul style="list-style-type: none"> • Basic differences in communication styles. • Barriers to effective communication (e.g. impact of culture, age, gender, stereotypes etc. on communication). • Strategies to overcome communication barriers • Impact of cultural values on communication (e.g. low context/high context, direct/indirect, collectivist/individualist, hierarchy/equality). • How to identify unwritten rules, ways of doing things, norms, organisational culture (specific to the organisation). • Ways to adapt to different communication styles. • Understanding the intentions and emotion behind the information. 	5 h
4	Inclusive behaviour and self-reflection competence	<p>GBV victims often self-blame, feel confused, helpless, fearful or doubtful. Practising self-awareness will equip women with a deeper understanding of their existing life circumstances. Also that should lead to forming new and empowering beliefs about themselves and form behaviour that in future will help them to start a new job, a new career or start their own company.</p> <p>When addressing the competence of inclusive behaviour and self-reflection, the following aspects should be explored:</p> <ul style="list-style-type: none"> • Techniques to dispel common myths, perceptions and stereotypes about women GBV. • Strategies to overcome barriers as GBV victims. • Methods for de-constructing current life situation (for example, applied in narrative psychology when GBV victims are invited to re-create their life story - 	5 h



		<p>and form new perspective on their existing and future possibilities);</p> <ul style="list-style-type: none">• Being able to gain a different perspective "me -as a victim" - changing the mindset and attitudes - moving towards a different life scenario - "me-as an entrepreneur".	
5.	Labour inclusion and vocational training competence	<p>By providing tailored vocational skills and entrepreneurship training, mentoring, we can enable women's participation in public and economic life and help them enter a new life stage. Women should have access to information about Professional education possibilities (VET courses, training within companies etc.) to learn a craft, to upskill their knowledge due to rapidly changing labour market needs.</p> <p>When addressing the competence of labour inclusion and VET,, the following aspects should be explored:</p> <ul style="list-style-type: none">• Knowledge on VET training possibilities for learning new skills/professions, possibilities to change career path/job with the purpose to gain or gain or re-gain financial independence.• Knowledge on labour market employment possibilities - what organisations, communities (including supporting organisations, NGOs) to address to help to find work. Understanding the significance of employment and/or VET training as a key factor for regaining self-confidence, economic independence and experience empowerment.	5 h



6.	Building networks and partnerships.	<p>All large-scale EU-projects focusing on supporting victims of intimate partner violence (IPV) or gender-based violence (GBV) stress the importance developing strong support structures – networks or partnerships.</p> <p>During the Swedish EU Presidency a high-level conference was organized in Stockholm the 31 st of January 2023 on “Economic perspectives on Gender-Based Violence” – where Fredrik Bondestam,</p> <p>NIKK - Nordic Information on Gender, a cooperation body under the Nordic Council of Ministers, Director of the Swedish Secretariat for Gender Research, University of Gothenburg has stressed the importance of The Four Ps - Paving Paths to Prevention through Partnerships.</p> <p>The full conference is available on YouTube: https://www.youtube.com/watch?v=6omh8UTtbY4</p>	
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4. RESOURCES FOR DEVELOPING COMPETENCIES AND SKILLS.

<p>1. Resilience competence</p>	<p>1. Ways to build and develop resilience youtu.be/VNCL1glwyOI</p> <p>2. Guide on resilience development (in Spanish) oxfamibrary.openrepository.com/bitstream/handle/10546/620881/gd-resilient-development-learning-package-171019-es.pdf;jsessionid=607E001FA2CA01D64AFF829C578E7292?sequence=8</p> <p>3. Guidebook on integrating resiliency into curriculum files.eric.ed.gov/fulltext/ED602055.pdf</p> <p>4. Publication on Employee Competency Development and Organisational Resilience www.researchgate.net/publication/332174209_Employee_Competency_Development_and_Organisational_Resilience</p> <p>5. Research publication on Resilience: A “Psychosocial” Competency and Its Role in the Pathways of University Students in Intercultural Research sciendo.com/pdf/10.26417/767qyh98q</p> <p>6. Research publication on "Resilience Competence Face Framework for the Unforeseen: Relations, Emotions and Cognition. A Qualitative Study." frontiersin.org/articles/10.3389/fpsyg.2021.669904/full</p> <p>7. Resilience training guide: thewellbeingproject.co.uk/programme/mastering-resilience/personal-resilience/</p> <p>8. Resilience competency model web.pccc.edu/wp-content/uploads/2022/04/NRC-Resiliency-Competency-Model.pdf</p> <p>9. Employee resilience training https://thewellbeingproject.co.uk/programme/mastering-resilience/personal-resilience/</p> <p>10. Resilience competency reflection toolkit www.ed.ac.uk/reflection/reflectors-toolkit</p> <p>11. Defining resilience competency: www.in-equilibrium.co.uk/how-resilience-training-can-help-managers-develop-key-competencies/</p> <p>12. Self-awareness and Empowerment Tools https://www.wegoproject.eu/sites/default/files/media/Final-Training-Toolkit.pdf</p>
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<p>2. Diversity and inclusion competence</p>	<p>1.Video on labelling people (Spanish) youtu.be/fXBxOaLcMZg</p> <p>2. Self-Practice/Self-Reflection Reflective Guidelines cedar.exeter.ac.uk/iapt/hihandbook/assessmentscohort14/reflective/self-practiceself-reflection/</p> <p>3. Diversity tales diversitytales.com/en/collection-of-international-picture-books</p> <p>4. Gender equality training guide eige.europa.eu/gender-mainstreaming/toolkits/gender-equality-training.</p> <p>5. Self-reflection toolkit www.ed.ac.uk/reflection/reflectors-toolkit</p> <p>6. International labour organisation guide for promoting D&I through workplace adjustments www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_536630.pdf</p> <p>7. Inclusive workplace competencies triec.ca/wp-content/plugins/competency/TRIEC-Inclusive-Workplace-Competencies.pdf</p> <p>8. Intercultural Communication competencies for adjusting to labour market changing situation preply.com/en/blog/b2b-intercultural-communication-competencies/</p>
<p>3. Communication competence.</p>	<p>1.Effective communication skills in workplace: a) youtu.be/FrY6ykFHBbk; b) youtu.be/QGHBq5OEsBM</p> <p>2. Steps for overcoming communication barriers. trainingexpress.org.uk/overcome-the-barriers-to-effective-communication/</p> <p>3. Effective communication, strategies for effective communication uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/communicating-students/telling/effective-communication-barriers-and-strategies.</p> <p>4. Guide on mindfulness edis.ifas.ufl.edu/pdf/FY/FY138100.pdf</p> <p>5. Communication competence ndeed.com/career-advice/career-development/communication-competence</p> <p>6. How to improve communication skills www.wikijob.co.uk/interview-advice/competencies/communication</p>



<p>4. Inclusive behaviour and self-reflection competence</p>	<p>1. Self-reflection techniques: youtu.be/tJP4eKEP0mE; https://youtu.be/rKzPnNln_JM mcgillclinicaleducation.ca/wp-content/uploads/2016/10/reflective_analysis.pdf</p> <p>2. Narrative therapy practices for re-creating ones life story positivepsychology.com/narrative-therapy/</p> <p>3. GBV - coping strategies www.researchgate.net/publication/320502732_Gender-Based_Violence_Coping_Strategies_and_Perceived_Social_Support</p> <p>4. Empowering women entrepreneurs www.etf.europa.eu/sites/default/files/m/541576CCB06E2F1EC1257B28004846C2_INFORM_14_Women%20entrepreneurs.pdf</p> <p>5. Inspirational stories from women entrepreneurs: www.youtube.com/watch?v=_G5qpYPuzvg www.youtube.com/watch?v=YCJpaamqcLE</p> <p>6. Inclusive behaviours in workplace www.deel.com/blog/examples-of-inclusion-in-the-workplace https://hbr.org/2021/12/3-small-ways-to-be-a-more-inclusive-colleague</p> <p>7. Toolkit for moving ahead after gender-based violence in Catalonia www.surt.org/recursos/</p>
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<p>5. Labour inclusion and vocational training competence</p>	<p>1. Personal development www.youtube.com/watch?v=5dzH5u_3Yhl</p> <p>2. Labour rights, social security and aid to promote the employment of victims of gender violence (Spanish) violenciagenero.igualdad.gob.es/profesionales/Investigacion/laboral/derechos/derechosLaborales/home.htm</p> <p>3. Resource guide for employment and training: audiolis.com/cursos-de-formacion/blog/elaborar-guia-empleo-formacion/</p> <p>4. Women, lifelong learning and employment - practices for becoming lifelong learner linkedin.com/pulse/lifelong-learning-critical-success-factor-women-mcmurray-acc-bcc/ lifehack.org/articles/communication/12-signs-you-are-lifelong-learner.html</p> <p>5. Starting your own business - join business incubators: hubspot.com/startups/resources/what-is-an-incubator https://www.opengrowth.com/resources/types-of-business-incubators-every-entrepreneur-should-know</p> <p>6. Women entrepreneurs at any age and stage of life: forbes.com/sites/yec/2019/06/06/starting-a-business-at-any-age-what-female-entrepreneurs-need-to-know/?sh=25d85dfa34a2 https://www.wearearmion.com/women-launching-start-ups-in-their-50s/</p> <p>7. Importance of Vocational education: education.ec.europa.eu/education-levels/vocational-education-and-training/about-vocational-education-and-training</p> <p>8. Starting your business www.businessnewsdaily.com/4686-how-to-start-a-business.html https://www.forbes.com/advisor/business/how-to-start-a-business/</p> <p>9. Women in Tech - possibilities www.cio.com/article/215709/16-organizations-for-women-in-tech.html</p> <p>10. Individualised Social Relationship Plan www.wegoproject.eu/sites/default/files/media/D35_Individualised_Social_Relationship_Plan.pdf</p>
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<p>6. Building networks and partnerships.</p>	<p>1.OFF WE GO! Local Networks for the Socio-Economic Empowerment of IPV survivors in Bulgaria, Greece, Italy and Spain https://www.wegoproject.eu/sites/default/files/media/OFF_WE_GO_eng.pdf</p> <p>2. Guidelines for stakeholder mapping and screening to structure a multi-agency network www.wegoproject.eu/sites/default/files/media/WEGO2_Guideline_0.pdf www.wegoproject.eu/sites/default/files/media/WEGO2_Guideline_0.pdf</p> <p>3. Economic perspectives on gender-based violence – Paving Paths to Prevention - Swedish EU Presidency Conference 31 st January 2023, Stockholm, Sweden: youtu.be/6omh8UTtbY4</p>
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5. TRAINING APPROACH AND METHODOLOGY

- Focus on the empowerment of GBV survivors, financial literacy, personal development and motivation and encourage learning about personal and professional development.
- Present the training environment as a socialisation area to create networks and support groups among survivors and support groups and organisations.
- Offer training (upskilling) possibilities for those women who don't leave the job but lose the quality of it or stop their professional development.
- Helping to prepare for a job interview is an effective way to successfully enter the labour market and within this identify and develop competencies.
- When working with a group of women, cultural backgrounds of the participants may be a very relevant factor in choosing the training approach or the activities used.

Proposed methodology

The guide programme is built on a continuous exchange of experiences and mutual learning, where all participants contribute actively. It uses a variety of methods for competency development and raising self-awareness of how GBV has impacted the victims' life. The methodology of the programme is based on three directions:

- Theory and knowledge on GBV, professional and personal competencies that enable entering the labour market.
- Exchange of experience between the trainer and trainees and among trainees enabling self-reflection.
- Methods and tools for developing professional and personal competencies that will help to enter the labour market or start a new professional path.

Training approaches suggested

It is important to inspire women, provide them with psychological support due to their challenging life circumstances by offering various mentoring and training forms.

1. Face-to-face sessions.

Face-to-face communication is efficient, there is less room for misinterpretation in face-to-face discussions as participants can be aware of on-verbal cues (e.g. facial expression, body language, tone of voice.). This approach is effective for identifying current challenges, future possibilities and what competencies would be necessary to work on to help the individual to enter the labour market or become financially independent after having experienced GBV.

2. Group sessions.

Can be organised in a large or a small group setting, where participants engage in frequent and ongoing interaction. This form can be an effective way for introducing GVB issues related to the sharing of personal experiences and being provided with immediate feedback from other group members. Group sessions also give the opportunity to work in synergistic group discussions where each participant can share their experience in terms of GBV, and to ask questions to other group members which receive immediate answers. Also this type of interaction includes group brainstorming on a particular issue, for example, identifying what competencies are necessary for entering the labour market or what personal competencies an individual should focus on to overcome the impact GBV has left personally or how GBV has impacted their life circumstances. This form is effective because people in groups support and encourage each other, learn from each other.

3. Individual reflection work.

This form can be used as a follow-up after a face-to-face session or a group work inviting individuals to self-reflect and identify personal competencies that one feels strong about, and identify those that the individual would like to develop in order to enter the labour market, learn new professional skills.

4. Online group or and individual sessions.

This form can be applied for introducing one competence per session.

Online format appears to be especially effective in terms of working with GBV victims who can't join in face-to-face group work. Also gives the possibility for those who are not willing to actively participate, but listen, to do so. Participants according to research appear to perform better in online learning conditions compared to those in a face-to-face setting.

5. Blended learning.

Blended training involves a combination of face-to-face and online training. Blended learning can facilitate a variety of learning styles, providing learners with material in multiple formats.

It has been found to be appreciated by trainees, giving them the opportunity to absorb information on their own time and then ask questions and practice skills in a real life scenario, for example, in a group work. Blended learning has also been found to provide clearer and more “learner-centred” instructions than only online delivery.

1EXAMPLE OF SESSION ON ONE COMPETENCY DEVELOPMENT

Profiles of tutors and experts

Facilitators of this training should have in-depth knowledge about GBV. Experience in facilitating training in psychosocial support is also essential. The training should use a participatory approach promoting interaction and engagement in the learning process. The role of the teacher is therefore to encourage participation without being judgemental and by listening with interest and empathy to help the participants to tap into their experiences.

Teachers - GBV specialists - should have the following competencies:

- 1) the professional (or technical, functional and knowledge-based) competencies needed to do the job and
- 2) behavioural (or non-technical) competencies dealing with personal characteristics and behaviour including leadership traits which result in people being heard.

Professional profiles include:

- VET education trainers.
- Lawyers of human rights and professionals working with women's rights.
- Social workers.
- Psychologists.
- Entrepreneurs - invited as guest trainers when talking about professional skills and competencies - who can both inspire and offer practical tips for women who plan to become entrepreneurs or enter the labour market.

GBV specialists should understand in-depth the root causes of GBV, including gender inequality as well as understanding how, in many cultures, the strong social norms that define women and men's roles can contribute to GBV. GBV specialists need to understand that violence, amongst other things, is a barrier to gender equality and is particularly relevant in the contexts in which they work.

Characteristics of GBV professional

- Empathy is the key to GBV professionals' work – from being an empathetic service provider helping individual GBV survivors recover and improve their lives.
- Interpersonal skills is the ability to adapt communication styles to the audience – being responsive. There are a number of different communication skills including clear communication, participatory communication, adaptive communication. Demonstrating respect for the women - survivors - is a key for the specialist. Being able to make the GBV survivor feel heard and understood is a key competency for teachers and specialists.

Preparing for the training

The training should always be adapted to the participants' needs, personal and professional experience. Also it should take into consideration their cultural and social context. Before the training begins, it is suggested to invite trainees to send information about them to identify their needs and aspirations. That can be done via survey with questions about their personal and professional experience.

When preparing the training, professionals /teachers should go through the materials in detail and gather information on the following:

- What are the main forms of GBV in this training context?
- What words and terms are used that are culturally appropriate for the participants? Are there possible cultural differences that should be addressed before sessions or group works?
- How can the topic of GBV best be presented? For example, in presentation format, in discussion format.
- Preparing worksheets with tasks (printed form, videos) to be presented when addressing and working with one of the competencies. If it is an online session, prepare beforehand hand out materials, video links to be shared with the group, for example, with descriptions of competencies.
- Prepare instructions for each session so that participants know the exact order of the session and what is expected from them.

Timing

In general, the estimated duration of the mentoring/training work (together all 5 competencies) is 25 hours - 5 h each per competency preferably with mixed training approaches.

6. LEARNING ACTIVITIES IN SUPPORT OF THE TRAINING CONTENT

Different types of activities can be included to improve the content of each training unit per competency:

1. Activities to be worked on individually or as part of a group learning activity.
2. More advanced articles, online tutorials and informative and educational videos to understand the topic of GBV, its effect on an individual's life or understanding in detail personal or professional competencies.
3. Questions to foster critical understanding of the subject matter - in this case - competency and how it can help to enter the labour market, find a new occupation or start a career as an entrepreneur.
4. Knowledge check and feedback after each unit to encourage self-reflection.

7. EVALUATION.

After the training is completed, it is necessary to carry out evaluation of the following aspects:

- 1) What were participants' (women - GBV - victims) expectations before the course.
- 2) Participants (women - GBV - victims) satisfaction after the course.
- 3) Evaluation of the learning content and competencies addressed by women GBV victims.

4) Teachers/professionals self-evaluate their work.

Possible questions for training programme evaluation survey:

- Was the content clear?
- Were the activities relevant?
- Was this competency relevant for your personal and professional development?
- If yes, please write in what way.
- Was group work an acceptable form of work for you?
- What would you like to learn more about GBV or the particular competency?

A best practice for Knowledge Impact Analysis of the way the WeGO!2 project 1 contributed to increased building of capacities, knowledge and competences during the activities carried out with victims of gender based violence employed in enterprises in Bulgaria, Italy, Spain and Greece (December 2018 – December 2020) is provided in the Report:

www.wegoproject.eu/sites/default/files/media/D18_Knowledge_impact_analysis_FINAL_26032021.pdf

APPENDIX 1

EXAMPLE: Training session 1: developing resilience competency

Approach: Group work Total session timing: 5 hours	
GETTING TO KNOW THE GROUP Icebreaker	20 min
<p>Role of facilitator: Manage the time and facilitate the activity. It is also important to share some information about yourself. Do this by taking a few minutes to describe yourself before you continue onto the next part of the training.</p> <p>1. Divide the group into pairs; give them three minutes to talk to each other. 2. Now ask each pair in turn to introduce their partner to the group (if they are willing to).</p> <p>Questions could include:</p> <ul style="list-style-type: none"> ● What is your professional background? ● What are your expectations for this training? ● What experience or aspirations led you here? <p>Questions could also encourage sharing more personal information:</p> <ul style="list-style-type: none"> ● What do you like about yourself? ● What do you like to do when you have time for yourself? 	

<p>TRAINING</p> <p>PART 1</p> <p>Introduction to the programme and rules.</p> <ul style="list-style-type: none"> • Mobile phones all turn off. • Punctuality is important. • Respect the person who is speaking. • Everybody is invited to share their point of view. • Personal boundaries should be respected. • Questions are encouraged. <p>Personal stories may be shared and participants may expose themselves emotionally.</p> <p>!!! It is important to agree that everything that is shared within the group will remain confidential.</p>	<p>1,5</p>
<p>PART 2</p> <ol style="list-style-type: none"> 1. Introducing participants with the training programme aim and content. <p><u>Followed by group questions.</u></p> <ol style="list-style-type: none"> 2. Presenting what are competencies - personal and professional. <p><u>Followed by group questions.</u></p> <ol style="list-style-type: none"> 3. Introducing the theme of GBV, its forms, its consequences. <p><u>Followed by group questions.</u></p> <p>Reflections.</p> <ol style="list-style-type: none"> 1. Pairs invited to reflect on personal assumptions about gender roles, physical, psychological and sexual violence and individual boundaries. 2. The participants need to be aware of their own assumptions about GBV. Individual experiences shape reactions, therefore in this activity participants reflect on their own lives, as this will be very important for their future work with competency development. 3. Pairs present their reflections (those willing to do so). Followed by Q&A. 	<p>Presentation slides or handouts.</p> <p><i>Break (15 min)</i></p> <p>1, 5 h</p> <p><i>Handouts with a list of questions for self-reflection.</i></p>



<p>Wrap up by explaining that self-awareness about personal assumptions and cultural norms about sexuality and sexual violence is very important in the response to survivors. GBV can happen to anyone, anywhere in the world no matter of social, economical background. And that there are specific ways to overcome these challenges - encourage them.</p>	
<p>PART 3 Developing resilience competency</p> <p>1. Defining resilience - presenting what this competency includes.</p> <p>Suggested: use resource Nr 11: Defining resilience competency:</p> <p>www.in-equilibrium.co.uk/how-resilience-training-can-help-managers-develop-key-competencies/</p> <p>2. Self-reflection. Each group member is given a worksheet where they have to self-evaluate each aspect of resilience competency by hiding answers to worksheet questions. Afterwards, participants share with their pair. Followed by facilitator's questions to each pair about their self-reflection results.</p> <p>3. Competence in the labour market. Worksheet with example situations in the context of the labour market where resilience competency is reflected. Group members in pairs invited to list/identify other situations what they have experienced or see potentially in employment where resilience competency would be necessary.</p>	<p>1 h</p> <p>Presentation slides.</p> <p>Handout.</p> <p>Handout.</p> <p>Handout.</p> <p><i>Break (15 min)</i></p>
<p>Conclusions.</p> <p>Summing up what the group learned during the session. Invite each person to say one thing that they would like to express on this first training day. This could be something they have learned; things that were especially important for them; questions or emotions they want to express, etc.</p>	<p>30 min</p>



THANKS

Do you have any questions?

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