

Project

*Effective Criminal Justice Strategies and Practices  
to Combat Gender-based Violence in Eastern Europe*

**TRAINING CURRICULUM ON**

*Appropriate and Effective Responses to Gender-based Violence*

and

**ADJACENT WORKSHOP METHODOLOGY**

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This curriculum was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020). The content of this document represents the views of the author only and is his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.

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## Introduction to the Project

Gender-based violence is one of the most serious and pervasive human rights violations that not only affects the personal safety and security of victims, but also prevents their full individual and societal development. The European Union Agency for Fundamental Rights (FRA) reports that one in three women (61 million out of 185 million) in the European Union (EU) have experienced physical or sexual violence, or both, since the age of 15.

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The Organization for Security and Co-operation in Europe (OSCE) Transnational Threats Department/Strategic Police Matters Unit ( TNTD/SPMU), in partnership with the Institute for Police Education at Linnæus University (the Institute) and in co-ordination with the OSCE Gender Section and the OSCE Office for Democratic Institutions and Human Rights (ODIHR) has developed the **project “Effective Criminal Justice Strategies and Practices to Combat Gender-based Violence in Eastern Europe”**, in its efforts to address common challenges in fighting Gender-based Violence (GBV) in Bulgaria, Hungary and Romania.

The objective of this project is to enhance the responsiveness, professional knowledge, skills and technical capacities of criminal justice practitioners, in particular first responder police officers, investigators and prosecutors in addressing GBV, thus contributing to an increased public trust in the criminal justice system response and subsequently an expected higher level of reporting of GBV cases.

In order to achieve this objective, the project focuses on the promotion of information exchange and sharing of best practices of investigations and prosecutions of GBV cases, and enhancing effective co-operation between all relevant agencies involved. The objective will be achieved through the **set-up of national Steering Committees, Working Groups and Reference Groups** in the three beneficiary countries, the delivery of a **regional Training of Trainers**, followed by **National Specialized Trainings** for criminal justice practitioners; and an **Awareness-Raising Campaign**, targeting both criminal justice system actors and potential victims of GBV.



## A. TRAINING OF TRAINERS COURSE

### I. Introduction to the Training Course and the Curriculum

The FRA's Violence against Women EU-wide survey indicates that 67% of victims did not report the incident to the police. One of FRA's recommendations is that criminal justice practitioners and victim support service providers should be trained and given the capabilities to reach out to victims to ensure all forms of GBV are recognised, recorded and responded to.

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Training police and justice officers can greatly contribute to shaping institutional cultures and practices that have proved ineffective in the past. It can equip these professionals with the skills and sensitivity to respond appropriately to cases of GBV.

The regional Training of Trainers on Appropriate and Effective Responses to Gender-based Violence is organized by the OSCE TNTD/SPMU, in co-operation with the national training centres in Bulgaria, Hungary and Romania. The training curriculum and materials are developed by the experts from the Institute, who will also deliver the training.

The Training of Trainers activity targets criminal justice representatives (police, investigators and prosecutors) from the 3 beneficiary countries and will promote a victim-centred approach to GBV response.

Complementary to the training, a workshop with judges and social workers will be organized. This activity will highlight the importance of a co-ordinated and integrated approach when dealing with cases of GBV. The law enforcement and justice sectors must work together to ensure effective responses to this type of crime.

#### Course outcome

The outcome of this training activity will be the creation of an informal regional network of trainers with the necessary teaching skills, theoretical knowledge and practical experience to develop and deliver national training courses for first responder police officers and prosecutors dealing with cases of GBV.

The participants at the Training of Trainers will be trained to become national trainers, in order to return to their respective countries and deliver trainings directly to their fellow staff members.

#### Methodology

Learning will take place in tutorial lectures, discussions, studies, exercises and reflections - both individually and in groups.

#### Monitoring and Evaluation

Participants will be examined through pre- and post- training questionnaires (measuring attitudes, skills and knowledge of proactively identification and investigation of cases of GBV) and post-training evaluation questionnaires (measuring trainees' performance, understanding of the curriculum and the ability to further replicate the knowledge).

The training will be monitored by experts from the TNTD/SPMU and OSCE Gender Section.



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## II. Curriculum outline

### Syllabus

Ref	Syllabus content ( <i>Module</i> )
1	Underlying causes and factors of GBV, in particular men's violence against women
2	Victimology and development of crisis, victim approach; attitudes toward victims; victim support (soft skills)
3	Victims' rights; EU Directives 2011/99; 2013/32; 2012/29 and EU Regulation 606/2013
4	Modern interview techniques and communication skills adapted to victims, witnesses and suspects
5	Basic threat and risk assessments and assistance to victims in designing safety plans
6	Co-operation with the civil society and NGOs
7	Pedagogy, course planning and training methodology

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### Course objective

The objective of the course is to enhance the knowledge and skills of criminal justice practitioners, in particular first responder police officers and prosecutors, to appropriately and effectively respond to cases of GBV.

By the end of this training, participants will be able:

- To explain the link between gender inequality and GBV
- To list the causes and consequences of GBV – power and control
- To describe the cycle of violence
- To list reasons for lacking of reporting of GBV cases and to identify ways of increasing it
- To use modern interview techniques in investigations
- To apply modern adult learning training methodology in training other professionals

### Module 1: Underlying causes and factors of GBV

At the end of this module, participants will be able:

- To understand the Agenda 2030 and the Istanbul Convention
- To define the concept of GBV and its forms
- To recognize the link between gender inequality and GBV
- To explain the causes and consequences of GBV – power and control
- To describe the cycle of violence
- To enumerate crime prevention measures

**Description of Module:** There is no single, definitive “cause” of GBV. Any woman, regardless of age, race, ethnicity, education, cultural identity, socio-economic status, occupation, religion, sexual orientation, physical or mental abilities may be vulnerable to violence. Greater



knowledge about the causes and the dynamics of GBV may assist first responders in supporting the victims. It is important that the first responders have knowledge and understanding of GBV causes and consequences, its cycle and dynamics in order to be able to provide effective and appropriate responses.

### **Suggested Activity 1:**

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**1.1.** Using the fictional case study (see below), in table groups of up to eight participants each, read the case story and then identify which parts correspond to the following phases:

- a) Controlling behavior
- b) Isolation
- c) Traumatic bonding
- d) Violence as a continuum
- e) Strategy for adaptation

**1.2.** Remaining in the same groups, answer the following questions:

- a) When and who should end the relationship?
- b) Would you (as practitioner or friend/relative) intervene?

### **CASE STUDY**

*They meet at a big party and become so passionately in love that when others see them, they feel envious. She feels strange when he shows signs of jealousy, but at the same time she feels important for him. They have fun and are seen by the others as a great couple.*

*At his initiative, she moves into his apartment after four months of dating. During the following summer months, they have few contacts with others. He seems to be concerned about her and is generous; he gives her expensive clothes and a mobile phone. After the summer recess, he starts picking her up from work. It is a gesture that co-workers first envy, but then annoys them because she must be on time in the parking lot every single time.*

*When she wants to resume contact with her friends during the fall, he either shows disinterest or irritation. He claims that she does not prioritize their relationship enough. And it becomes strange if, after an evening with a friend, she says that she is too tired to hang out or have sex with him. If she instead agrees to give up on a party to be with him, she will be rewarded with a romantic night. And she thinks that he would do the same effort, but it turns out that his friends are important for him and he will not do the same.*

*It also worries him that she may be discussing their relationship with her friends or relatives. He pushes her to break contact with the others. To avoid any fights, she chooses to do so. She becomes more and more dependent on him. But they still have a nice relationship, with nights out at the cinema or at parties.*

*Over time, she feels limited by his controlling behavior. She realizes that she doesn't have anyone to talk to anymore. She decides to change this situation and to attend a conference together with some work colleagues, even though this implies that she will be away during the weekend. Even though their relationship has been on-going for more than a year now, he tries*



*to convince her not to attend the conference, but she insists. They get into a fight. He loses control because he realizes that he cannot control her anymore. He punches her in the face.*

*Immediately after, he asks for forgiveness and promises that he will never hurt her again. He allows her to go to the conference if it is so important to her. During breakfast he says that they went through a lot of stress together and that they should take time to reflect on this period together. In the evening, he brings her favorite type of flowers. She forgives him and decides not to go to the conference.*

*During their next fight, the memory of violence is still fresh, for both. For her as something he can do again and for him as something to do again. She gets scared at his wrinkled forehead and tries to re-adjust. It is too late, because she gets a fist punch. Again he asks for forgiveness, makes new promises and gets her gifts. They survive this crisis as well, in a relationship that constantly shifts between heaven and hell.*

*Over the next months, everything goes well, until she comes home late from a party. He interrogates her in an aggressive way and in the end, he punches her again. This time, he says that she is responsible for the violence and that she provoked him.*

*He starts commenting on everything she does in a negative way. She feels worse and worse and starts questioning everything about herself. She is still appreciated at work, but her self-esteem goes considerably low.*

*The illusion of a happy relationship continues in more and more isolation. She gets pregnant but is unsure whether to keep the baby or not. He is thrilled about it and forces her to keep it by promising that he would never, never use violence again.*

*Example taken from "Kvinnofrid" - a training material about men's violence against women*

### **Suggested Activity 2:**

In two groups, one “for” and the other one “against” (as divided by the instructors), argue for/against the following statements:

- a) (Your country) is an equal country.**
- b) Equality is a question for women.**

Helpful questions for debate and discussions:

- Do you listen more to what men say than to what women say?
- At work, who (what sex) talks more in meetings? Who interrupts who?
- Do men and women get same appreciation?
- When does a woman get credit for something that she did?
- What would you do if a colleague would make jokes about women in a humiliating way?
- How does our opinion on what is typically for men or women affect our attitudes on which jobs are suitable for men and women?



**Argue for/against:**

- c) Men get high positions just because they are men.**
- d) It is easier for a man to make a career than a woman.**

Helpful questions for debate and discussions:

- What characterizes a good manager?
- What do you think when you hear the expression: “She is a good manager”?
- Are there different demands from managers-women than from managers-men?
- Is it harder for a woman to be considered a good manager?
- What would you do if your daughter was called “a whore” in school?
- What would you do if your son called a girl in school “a whore”?
- What is the responsibility of the parent respectively of the school when it comes to the children’s knowledge of gender equality?
- Why do women/girls get condemned as “whores” when they have sexual relations with several men/boys while a man/boy who has sexual relations with several women/girls is considered a womanizer (in a positive way)?

**Argue for/against:**

- e) Women are better at parenting than men.**
- f) It is in a woman's “nature” to be the best parent.**
- g) Your sexual orientation affects your parenting capabilities.**
- h) Men's violence against women is an equality issue.**
- i) Women must blame themselves when they are beaten and raped by men.**

Further questions for debate and discussions:

- What can men do to end the violence against women?
- Which is the most important measure to take to reduce women's insecurity in public spaces?
- Which do you think is a way to increasing public trust in the police and the number of cases reported?

**Module 2: Victimology and development of crisis, victim approach; attitudes toward victims; victim support (soft skills)**

At the end of this module, participants will be able:

- To recognize the different stages and forms of a crisis
- To describe the theories of secondary victimization, re-victimization and ideal victim
- To enumerate reasons and methods to prevent victim backlash

**Description of Module:** By adopting a victim-centred approach, fostering respect for victims and a non-judgmental attitude, professionals will not only improve the effectiveness of their work, but they will also offer victims critical support in breaking free from violence. Victims will feel understood, believed, helped and supported, which is a way of empowering them as



well as helping them to diminish their fear to report cases of violence, to collaborate with law enforcement and to avoid secondary victimization.

**Suggested Activity:** Using the fictional case study (see below), in small table groups of six to eight participants each, read the case study and then analyse it from the perspective of the three theories: ideal victim; re-victimization and secondary victimization.

### CASE STUDY

*Rosita's life has not been easy. She was born in a large and poor family, in one of the worst neighbourhoods of the city. At the age of 13 she was forced into prostitution by an older relative. When the pain and humiliation became too unbearable, the other girls introduced her to heroine and she has been addicted ever since. Rosita is now 35 years old and since her young body is gone, she now has to put up with more and more perverted and sadistic costumers.*

*This time, the costumer - a 60-year-old man, scared her to death. While intercourse, he suddenly started to choke her. Rosita passed out. When she woke up, she was in extreme pain, tied down like a dog and raped with a sharp object. She passed out again and woke up three days later at the local hospital. She remained hospitalized for three weeks due to infected wounds. Since then, Rosita suffers from severe post-traumatic stress.*

*However, since Rosita still had a strong addiction for heroin and no income, she returned to prostitution. The crimes against Rosita were reported to the police by the hospital. During the first interview with her, the officer used degrading comments. Rosita understood that the police officer blamed her for the rape. She knew the name of the perpetrator, but the police officer doubted her credibility and the case was closed very quickly.*

### **Module 3: Victims' rights; EU Directives 2011/99; 2013/32; 2012/29 and EU Regulation 606/2013**

At the end of this module, participants will be able:

- To understand and apply the EU Directives 2011/99; 2013/32; 2012/29 and EU Regulation 606/2013
- To understand the obligation to ensure that all victims have access to support services
- To recognize the importance of victims' getting access to the legal system, to information and support and also allocation of sufficient resources
- To describe the importance of the European protection order

**Description of this Module:** Victims of GBV shall be treated with respect, be informed of their rights, their rights shall be observed and their voices heard. By providing assistance to victims, the state guarantees the protection of their human rights. In this context, knowledge of the EU Directives 2011/99; 2013/32; 2012/29 and EU Regulation 606/2013 is mandatory.

**Suggested Activity:** In groups of six to eight participants, discuss, based on the EU directives 2011/99; 2012/29; 2011/99 and EU Regulation 606/2013, in what way can you ensure that all victims' rights are guaranteed (e.g. Directive 2012/29/EU, para. 62 which stipulates the following: *Victims should be assisted in finding and addressing the competent authorities in order to avoid repeat referrals*). Could we as first responders contact the victim support



services, instead of the victims, and therefore reduce the victim's burden to tell the story yet again?

**Module 4: Modern interview techniques and communication skills adapted to victims, witnesses and suspects**

At the end of this module, participants will be able:

- To apply basic interview techniques, based on relevant national and international law and best practices, including verbal and non-verbal communication
- To interview victims with sensitivity
- To understand the basics of human memory and perception
- To apply basic cognitive interview skills and techniques on victims who do not want to share their experience
- To be able to evaluate the reliability of statements in court hearings

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**Description of Module:** Forensic interviewing is a prerequisite in building a robust case. Furthermore, this process is crucial for the victims due to occurrence of secondary victimization. This module will focus on modern and evidence-based interview techniques adapted for victims, witnesses and suspects, and also methods for evaluating the reliability of statements in the legal process.

**Suggested Activity:** In small groups, practice your knowledge of and skills in cognitive interviewing by acting as a victim/interviewer. Switch roles.

**Module 5: Basic threat and risk assessments and assistance to victims in designing safety plans**

At the end of this module, participants will be able:

- To recognize the importance of conducting an initial risk assessment
- To apply basic skills in conducting a threat and/or risk assessment
- To design a safety plan for victims

**Description of Module:** The primary goal of risk assessment is to prevent violence. By being able to identify risk factors, which can be very dynamic and often changeable, first responder police officers and prosecutors will conduct effective interventions which will prevent the repetition of violence (re-victimization). In addition, the risk assessment will reduce the burden felt by the victims, by questioning them less than usual, which may lead to a reduced backlash and more involvement in the reporting and investigative processes.

**Suggested Activity 1:** In table groups of six to eight participants each, return to the first fictional case story showcasing the process of normalization of violence (Handout I). In this particular exercise, consider that: ...the woman has decided to leave her partner. She does not want to have a child with him because she does not know if she can believe in him when he says that the violence is finally over now that they are going to become parents. Moreover, she started dating one of her co-workers. She decides to file a case and therefore contacts the police.



You are the first responder to this call. Assess the risks. What actions do you have to take in this particular case?

**Suggested Activity 2:** In table groups of six to eight participants each, design a safety plan for victims, following the suggestions and strategies presented to you during the course.

## Module 6:            Co-operation with the civil society and NGOs

At the end of this module, participants will be able:

- To recognize the importance of a co-ordinated and integrated approach to GBV
- To identify and enumerate specialised support services

**Description of Module:** The investigation of GBV crimes is largely based on understanding and co-operation, both for those involved but also for judicial system and civil society actors. The role of police, prosecutors, judges and social workers is important in avoiding re-victimisation and ensuring the safety of victims involved in investigations and court proceedings. Co-operation between these actors is key at all stages in order to secure convictions and convey the message that such violence is not tolerated.

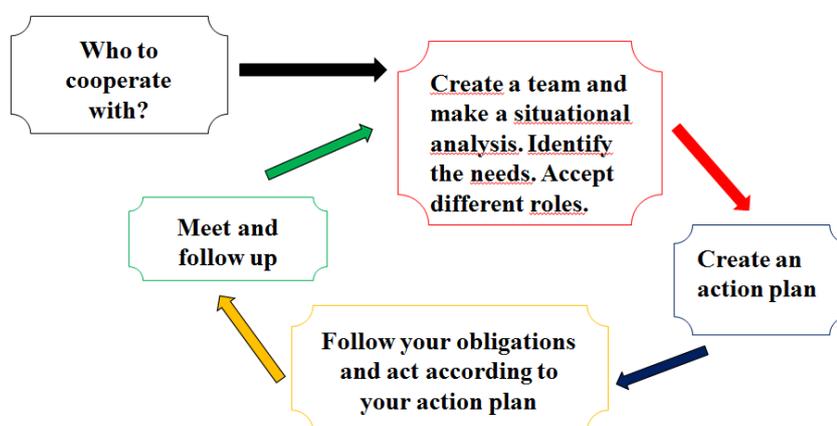
**Suggested Activity 1:** In table groups of six to eight participants each, discuss the importance of co-operating with the civil society and NGOs, from a law enforcement perspective.

How do you ensure co-ordination and co-operation with the civil society and NGOs? What are your responsibilities? How do you maintain neutrality when co-operating with the service providers? Can you trust them?

**Suggested Activity 2:** In small table groups of six to eight participants each, identify different institutions and organizations to co-operate with when dealing with GBV cases, based on the interaction model (below).

Further on, in the same groups, discuss on how to co-operate in order to help the victims and how to act in order to increase the public trust in your authority.

## Interaction model



**Module 7:                    Pedagogy, course planning and training methodology**

At the end of this module, participants will be able:

- To describe the problem-based methodology (PBL)
- To apply seven student-active teaching methods used in PBL
- To integrate theory and practice in their teaching
- To apply modern adult learning methodology in training other professionals

**Description of Module:** Participants will become trainers in their countries and cascade the know-how to their peers. This module will equip them with skills in pedagogy, course planning and training methodology.

**Suggested Activity:** In small table groups of four to six participants each, discuss the seven student active teaching methods: case inventory, seminar, and group work, exercise, searching for information under guidance, case conclusion and debate. Which one(s) do you think could apply best for training on combating GBV?



### III. Handout Materials

**Note:** These handout materials will be used during the regional Training of Trainers course. In order to use them for the national trainings as well, the trained trainers are advised to adapt them accordingly. Page | 13

#### **PARTICIPANT HANDOUT I corresponding to Module 1:** Case Study on Normalization of Violence and Suggested Activity

**1.1.** Using the fictional case study (see below), in table groups of up to eight participants each, read the case story and then identify which parts correspond to the following phases:

- a) Controlling behavior
- b) Isolation
- c) Traumatic bonding
- d) Violence as a continuum
- e) Strategy for adaptation

**1.2.** Remaining in the same groups, answer the following questions:

- a) When and who should end the relationship?
- b) Would you (as practitioner or friend/relative) intervene?

#### **CASE STUDY**

*They meet at a big party and become so passionately in love that when others see them, they feel envious. She feels strange when he shows signs of jealousy, but at the same time she feels important for him. They have fun and are seen by the others as a great couple.*

*At his initiative, she moves into his apartment after four months of dating. During the following summer months, they have few contacts with others. He seems to be concerned about her and is generous; he gives her expensive clothes and a mobile phone. After the summer recess, he starts picking her up from work. It is a gesture that co-workers first envy, but then annoys them because she must be on time in the parking lot every single time.*

*When she wants to resume contact with her friends during the fall, he either shows disinterest or irritation. He claims that she does not prioritize their relationship enough. And it becomes strange if, after an evening with a friend, she says that she is too tired to hang out or have sex with him. If she instead agrees to give up on a party to be with him, she will be rewarded with a romantic night. And she thinks that he would do the same effort, but it turns out that his friends are important for him and he will not do the same.*

*It also worries him that she may be discussing their relationship with her friends or relatives. He pushes her to break contact with the others. To avoid any fights, she chooses to do so. She*



*becomes more and more dependent on him. But they still have a nice relationship, with nights out at the cinema or at parties.*

*Over time, she feels limited by his controlling behavior. She realizes that she doesn't have anyone to talk to anymore. She decides to change this situation and to attend a conference together with some work colleagues, even though this implies that she will be away during the weekend. Even though their relationship has been on-going for more than a year now, he tries to convince her not to attend the conference, but she insists. They get into a fight. He loses control because he realizes that he cannot control her anymore. He punches her in the face.*

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*Immediately after, he asks for forgiveness and promises that he will never hurt her again. He allows her to go to the conference if it is so important to her. During breakfast he says that they went through a lot of stress together and that they should take time to reflect on this period together. In the evening, he brings her favorite type of flowers. She forgives him and decides not to go to the conference.*

*During their next fight, the memory of violence is still fresh, for both. For her as something he can do again and for him as something to do again. She gets scared at his wrinkled forehead and tries to re-adjust. It is too late, because she gets a fist punch. Again he asks for forgiveness, makes new promises and gets her gifts. They survive this crisis as well, in a relationship that constantly shifts between heaven and hell.*

*Over the next months everything goes well, until she comes home late from a party. He interrogates her in an aggressive way and in the end, he punches her again. This time, he says that she is responsible for the violence and that she provoked him.*

*He starts commenting on everything she does in a negative way. She feels worse and worse and starts questioning everything about herself. She is still appreciated at work, but her self-esteem goes considerably low.*

*The illusion of a happy relationship continues in more and more isolation. She gets pregnant but is unsure whether to keep the baby or not. He is thrilled about it and forces her to keep it by promising that he would never, never use violence again.*

*Example taken from "Kvinnofrid" - a training material about men's violence against women.*



**Participant's Notes:**

**PARTICIPANT HANDOUT II corresponding to Module 1:**

**Suggested Activity on Gender Equality**

In two groups, one “for” and the other one “against” (as divided by the instructors), argue for/against the following statements:

- a) (Your country) is an equal country.**
- b) Equality is a question for women.**

Helpful questions for debate and discussions:

- Do you listen more to what men say than to what women say?
- At work, who (what sex) talks more in meetings? Who interrupts who?
- Do men and women get same appreciation?
- When does a woman get credit for something that she did?
- What would you do if a colleague would make jokes about women in a humiliating way?
- How does our opinion on what is typically for men or women affect our attitudes on which jobs are suitable for men and women?

**Argue for/against:**

- a) Men get high positions just because they are men.**
- b) It is easier for a man to make a career than a woman.**

Helpful questions for debate and discussions:

- What characterizes a good manager?
- What do you think when you hear the expression: “She is a good manager”?
- Are there different demands from managers-women than from managers-men?
- Is it harder for a woman to be considered a good manager?
- What would you do if your daughter was called “a whore” in school?
- What would you do if your son called a girl in school “a whore”?



- What is the responsibility of the parent respectively of the school when it comes to the children's knowledge of gender equality?
- Why do women/girls get condemned as "whores" when they have sexual relations with several men/boys while a man/boy who has sexual relations with several women/girls is considered a womanizer (in a positive way)?

**Argue for/against:**

- a) **Women are better at parenting than men.**
- b) **It is in a woman's "nature" to be the best parent.**
- c) **Your sexual orientation affects your parenting capabilities.**
- d) **Men's violence against women is an equality issue.**
- e) **Women must blame themselves when they are beaten and raped by men.**

Further questions for debate and discussions:

- What can men do to end the violence against women?
- Which is the most important measure to take to reduce women's insecurity in public spaces?

**PARTICIPANT HANDOUT III corresponding to Module 2:**

Case Study on Victimology and Suggested Activity

Using the fictional case study below, in small table groups of six to eight participants each read the case study and then analyse it from the perspective of the three theories: ideal victim; re-victimization and secondary victimization.

**CASE STUDY**

*Rosita's life has not been easy. She was born in a large and poor family, in one of the worst neighbourhoods of the city. At the age of 13 she was forced into prostitution by an older relative. When the pain and humiliation became too unbearable, the other girls introduced her to heroine and she has been addicted ever since. Rosita is now 35 years old and since her young body is gone, she now has to put up with more and more perverted and sadistic costumers.*

*This time, the costumer - a 60-year-old man, scared her to death. While intercourse, he suddenly started to choke her. Rosita passed out. When she woke up, she was in extreme pain, tied down like a dog and raped with a sharp object. She passed out again and woke up three days later at the local hospital. She remained hospitalized for three weeks due to infected wounds. Since then, Rosita suffers from severe post-traumatic stress.*

*However, since Rosita still had a strong addiction for heroin and no income, she returned to prostitution. The crimes against Rosita were reported to the police by the hospital. During the first interview with her, the officer used degrading comments. Rosita understood that the police officer blamed her for the rape. She knew the name of the perpetrator, but the police officer doubted her credibility and the case was closed very quickly.*



**Participant's Notes:**

**PARTICIPANT HANDOUT IV corresponding to Module 3:**  
Suggested Activity and Discussion on EU Directives and Regulations

In groups of six to eight participants, discuss, based on the EU directives 2011/99; 2012/29; 2011/99 and EU Regulation 606/2013, in what way can you ensure that all victims' rights are guaranteed (e.g. Directive 2012/29/EU, para. 62 which stipulates the following: *Victims should be assisted in finding and addressing the competent authorities in order to avoid repeat referrals*). Could we as first responders contact the victim support services, instead of the victims, and therefore reduce the victim's burden to tell the story yet again?



**Participant's Notes:**

**PARTICIPANT HANDOUT V corresponding to Module 4:**  
Suggested Role Play Activity

In small groups, practice your knowledge of and skills in cognitive interviewing by acting as a victim/interviewer. Switch roles.



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**Participant's Notes:**

**PARTICIPANT HANDOUT VI corresponding to Module 5:**  
Suggested Activity



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In table groups of six to eight participants each, return to the first fictional case story showcasing the process of normalization of violence (Handout I). In this particular exercise, consider that: ...the woman has decided to leave her partner. She does not want to have a child with him because she does not know if she can believe in him when he says that the violence is finally over now that they are going to become parents. Moreover, she started dating one of her co-workers. She decides to file a case and therefore contacts the police. You are the first responder to this call. Assess the risks. What actions do you have to take in this particular case?

**PARTICIPANT HANDOUT VII corresponding to Module 5:**

**Participant's Notes:**

**Suggested Activity**



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In table groups of six to eight participants each, design a safety plan for victims, following the suggestions and strategies presented to you during the course.

**Participant's Notes:**

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**PARTICIPANT HANDOUT VIII corresponding to Module 6:**  
Suggested Activity

In small table groups of six to eight participants each, discuss the importance of co-operating with the civil society and NGOs, from a law enforcement perspective.



How do you ensure co-ordination and co-operation with the civil society and NGOs? What are your responsibilities? How do you maintain neutrality when co-operating with the service providers? Can you trust them?

**Participant's Notes:**

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**PARTICIPANT HANDOUT IX corresponding to Module 6:**  
Suggested Activity

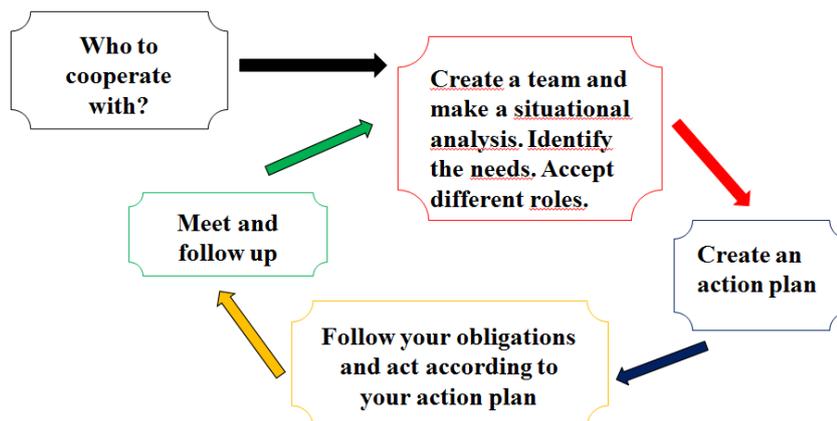


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In small table groups of six to eight participants each, identify different institutions and organizations to co-operate with when dealing with GBV cases, based on the interaction model (below).

Further on, in the same groups, discuss on how to co-operate in order to help the victims and how to act in order to increase the public trust in your authority.

## Interaction model



**Participant's Notes:**

### ADJACENT WORKSHOP



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## I. Concept

A workshop dedicated to multi agency co-operation and co-ordination will be organized during the last day of the regional Training of Trainers. This one-day workshop will target the police and prosecutors that were previously trained as trainers, together with judges and social workers from the three beneficiary countries of the project. Complementary to the training, the workshop will highlight the importance of a co-ordinated and integrated approach to GBV cases.

Multidisciplinary co-operation and interaction on GBV cases are vital so that victims can receive the assistance and services they are entitled to. Law enforcement and the judiciary need to collaborate with child services, health, education, social services as well as non-governmental organisations to ensure an integrated response to GBV.

To better meet the needs of victims, witnesses and offenders, agencies need to develop co-operation protocols that enable the sharing of information and co-ordination of efforts.

## II. Methodology

Participants will be divided in three groups of up to twelve people each. These groups should be multidisciplinary (police officers, prosecutors, judges and social workers) from the same country. One moderator and a separate room will be assigned to each group. Lists with the distribution of participants to the three groups will be provided by the organizers.

As soon as the groups are formed, the moderators will introduce the 1<sup>st</sup> phase of the story, together with the first two core questions and points of discussion. Participants will have approximately one and a half hours to read the first phase of the story, discuss it together and answer, in a co-ordinated manner, to the two core questions. There should be one answer/per question/per group only. In addition, participants should discuss a number of dilemmas and best practices, as instructed by the moderators, and prepare summaries of these discussions for the plenary session. Moderators should make sure that the groups will respect the time limitations and that they will respond to all questions.

The same course of action will be followed for the 2<sup>nd</sup> and 3<sup>rd</sup> phases of the story, with a note that for the 3<sup>rd</sup> phase of the story, moderators should make sure that the participants have enough time to take a final look at answers to the core questions and the discussion. Furthermore, they should have time to decide who will present the outcomes in the plenary session.

It is advised that the presentations of the answers to the core questions, dilemmas and best practices, should be made by (but not limited to) a number of 4 participants/per group (one police officer, one prosecutor, one judge and one social worker), to underline once again the need to have multidisciplinary co-operation and interaction on GBV cases.

The presentation of answers will be made by one group for each story phase. The other two groups will fill in with their answers to the core questions, dilemmas and best practices. To continue, the next phase will be presented by one of the remaining groups and the third phase



by the last group. The groups will not be informed in advance about which phase they will be asked to present.

### III. Case Story and Core Questions

#### 1<sup>st</sup> phase of the story:

Elizabeth (35, one child) has been married to Aaron (40) for three years now. They live in a small village, some 150 km away from Elizabeth's hometown, where her family lives. Elizabeth describes the marriage as turbulent and dysfunctional and says that Aaron's controlling behavior did not permit her to have any job or friends. So far, there have been a number of serious verbal fights. These increased a couple of months ago, when Elizabeth became pregnant with their second child, an "unplanned" pregnancy. One day, during a visit to the parents-in-law, Aaron slapped her in front of her mother, because he heard her complaining about him and their marriage. Elizabeth's mother started crying, then became very angry and wanted to call the police, but her father, who has been drinking that night with Aaron, took his side and stopped her, by saying that the dirty clothes should be washed in the family and that "the children" should fix their problems alone. Since then, violent occurrences became ordinary, especially when Elizabeth discovered that her husband was having an affair with another woman and she confronted him. He became angry so he punched her in the face and in the belly, even though she was 5 months pregnant. Elizabeth got scared for her life and her pregnancy and ran on the building stairs. A neighbor who heard the scandal called the police and opened the door to receive Elizabeth in his apartment, where she rushed in crying, with bruises and blood on her face.

#### Core questions:

1. Identify what the crime(s) is (are), if any. As a professional, what might lead you to try and discover whether this is a situation of GBV or not? On the other hand, what would keep you from getting involved?
2. What are the appropriate steps the first responder police officer should take, and those of secondary/investigating officers? Would you pass on information to relevant authorities/institutions without the consent of the victim? If not, what would keep you from doing so?

#### Discuss and summarize:

1. **Practical and professional dilemmas:** risk of reporting; easiness of recognizing the violence; consequences of intervention.
2. **Ethical dilemmas:** victim's autonomy vs. the responsibility to intervene; leaving the victim at home vs. moving her to a safe house.
3. **Best practices:** identify 2-3 best practices for this phase of the story.



## 2<sup>nd</sup> phase of the story:

From her neighbor's apartment, Elizabeth heard her son crying, asking for his mom and her husband shouting and threatening him. She decided to go back to her apartment to comfort him. Her husband, who realized that she called the police, blamed her for being so stupid to doubt his fidelity and tried to wash her face and to heal her bruises. In the same time, he asked her to forgive him and promised that this will never happen again especially now, when they will have a second child together. He asked her to forgive him. In the meantime, the police arrived at the crime scene. The neighbor testified that he heard her screaming for help and saw her full of bruises and blood but Elizabeth's husband told them that she fell on the stairs while running after the little one. With her son still crying in the other room, Elizabeth nodded in agreement with her husband and decided to report nothing to the police.

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### Core questions:

1. Could you initiate measures of protection from further violence even against the wishes of the victim? What concerns might prevent you from doing this, or cause you to hesitate?
2. What are the immediate needs of the victim and how could they best be met?

### Discuss and summarize:

1. **Practical and professional dilemmas:** easiness of recognizing the violence; how and when to intervene;
2. **Ethical dilemmas:** victim's autonomy vs. the responsibility to intervene; leaving the victim at home vs. moving her to a safe house.
3. **Best practices:** identify 2-3 best practices for this phase of the story.

## 3<sup>rd</sup> phase of the story:

Violence has stopped for a while. Elizabeth confronted Aaron again over his relationship with another woman. He did not hit her this time, but he humiliated her by blaming her for not being capable of being a woman anymore and therefore being the reason for his other relationship. He also threatened to kick her out of the apartment, as it was registered on his name only, to take the kids and invite his mistress to live with them. The week she was supposed to deliver their 2<sup>nd</sup> child, Aaron showed up late each night, and sometimes drunk. Taking the opportunity that their first child was with the grandparents, Elizabeth decided to confront Aaron again over his relationship. He slapped her so hard that she fell on the floor and hit the corner of the table with her head. As she was pregnant, she started bleeding. Aaron took her to the hospital. The doctor examined Elizabeth and helped her to deliver the baby. Meanwhile, the doctor called the police. Police issued a restraining order. Her husband was obliged to stay away from her for a period of 48 hours, and the judge could extend this up to 10 days. Social services offered her support and counselling. She wanted to get their help but her family, especially her father, told her to keep everything "in the family", otherwise people will talk about it. He offered to talk to Aaron and to get them together.



Now, Elizabeth is worried that she has two children, no real estate, no job and on top of it, she still loves her husband Aaron and wants him back, for the wellbeing of the children, who have to grow up in a family with two parents.

**Core questions:**

1. If there is a crime, identify what evidence officers might collect for documentation and later presentation in court. How would each item be collected, documented and properly stored for later presentation at trial?
2. What will you do to mitigate the risk of future violence in this case? What other agencies might be of help and who are you going to contact in order to make sure that violence will not be repeated in the future?

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**Discuss and summarize:**

1. **Practical and professional dilemmas:** how and when to intervene; consequences of intervention; lack of co-ordinated institutional capacity;
2. **Ethical dilemmas:** victim's autonomy vs. the responsibility to intervene; punishing vs. advising/healing the offender;
3. **Best practices:** identify 2-3 best practices for this phase of the story.

