

A project coordinated by



Co-funded by the Rights, Equality and Citizenship Programme of the European Union (2014-2020)

Guide for Facilitators

Information and Access to GBV Support services

SWIM - Safe Women in Migration. Strengthen GBV protection for migrant and asylum seeker women

1. Introduction

This guide has been developed as part of the SWIM - Safe Women In Migration project for professionals in charge of delivering awareness raising workshops for migrant women. The aim of the workshop is provide information about rights and protection routes for women who may be at risk of gender based violence.

The development of the guide was led by the British Red Cross with the input of women in their VOICES network of the EC funded AVAIL programme. A network of experts-by-experience in the UK asylum system, VOICES Ambassadors are happy to share their experience and opinions to change minds, policy and practice.

SWIM project is co-financed by the European Commission and implemented in 5 European countries, Italy, France, Great Britain, Sweden and Romania by an articulate partnership composed by Fondazione L'Albero della Vita, Fondazione ISMU, France Terre d'Asile and the Italian Red Cross, British Red Cross, Asociatia Alternative Sociale and the Svenska Röda Korset.

2. Principles

- Confidentiality – everything shared during the session should be confidential to the room
- Do no harm – don't raise expectations; promise information will lead to safety or give your personal opinions. Always refer to local safeguarding procedures and specialist support agencies.
- Avoid anything that will identify participants as survivors/at risk of GBV or ask them to share personal experiences.
- Respect - Discussing gender based violence is sensitive and often taboo. Facilitators should be respectful of the different points of view in the room, whilst at the same time challenging harmful practices if appropriate
- Non-discrimination
- People with lived experience of the issues should be listened to

Where possible the session should be facilitated or co-facilitated by a woman of refugee/migrant background.

3. Preparing the workshop

- How do gender roles operate in this context? Understand the cultural background of the women in the group
- Check for any updates on legislation
- Compile a list of local referral agencies including legal advice and specialist services

4. Timings of the workshops

The Guide has been developed considering a maximum of 6-hours-workshop and 25 participants.

Timing of the workshop could be decrease and timing of every single session could be modulated by facilitators considering the number of participants and their background, the needs of the group to focus on and particular aspects to explore.

5. Accessibility

Facilitators should ensure accessibility and equality of access as much as possible in the planning and delivery of the workshops.

Venues with childcare facilities that are easy to travel to should be sought out. Check physical access for those with mobility issues.

Ensure simple language is used throughout (no professional language/jargon) and a range of methods are used such as small group work; videos; group activities and presentations. Never put pressure on someone to participate if they don't want to.

Time should be allowed at the end of each topic for a question and answer session.

6. Before the workshop

Ensure the space is comfortable and confidential

Travel and childcare logistics – system to reimburse travel is in place

Arrange refreshments

Ensure women have access to support or advice after the session in case they want to discuss their own circumstances or feelings that have come up during the session

7. Materials required

Flip chart paper, pens, blu tack

Agree/Disagree signs, 'S' and 'G' signs

Projector and laptop, speakers for playing videos

Handouts – SWIM leaflet and lists of local resources

Case studies/video clips if any

Name labels

8. After the workshop

De-brief with the local centre or service coordinator if there were any concerns raised during the session they should be aware of (ensuring confidentiality remains intact unless there is a serious safeguarding concern)

Contents

SESSION 1 – Intro

SESSION 2 – Knowing your rights – Asylum Process; Confidentiality; Right to Health; Rights to Protection

SESSION 3 – Getting Help – Domestic Violence Services; Legal Advice; Reporting to police; statutory services

SESSION 4 – Wrapping up

SESSION 1 - Setting the scene: exploring assumptions and stereotypes

Introduction

Facilitators welcome the group and introduce themselves.

Explain the aims of the workshop and the ground rules (confidentiality; respect for other people's opinions; no expectation of sharing personal information; look after yourself when discussing sensitive issues, takes breaks if necessary and speak to the service coordinator after the session if you need to).

Activity: Short icebreaker activity 'Name Game'

Aim: To learn each other's names and one thing about each participant

Materials: Sticky labels and pens

Instructions: A fun and gentle name game: ask everyone to say their name and give one adjective describing their personality that begins with the same letter as their name. For example, 'My name is Aliyya and I am arty!' Get everyone to write this on a label and stick on themselves (e.g. Arty Aliyya). Participants should be welcome to use their own language for this activity

Activity – Agree or Disagree

Place one sign saying 'agree' and another saying 'disagree' at opposite ends of the room. Ask the participants to stand. Read out the following 5 statements one at a time and ask participants to stand closest to the sign they agree with. Ask a few people at different points why they have stood where they've chosen.

1. All people are equally likely to become a victim of GBV
2. People are always responsible for the situations they find themselves in.
3. Rape within marriage isn't as serious as rape by a stranger
4. People should always leave an abusive relationship
5. Domestic violence is always physical

If people are flocking together play devil's advocate and suggest some of the 'popular' worldly opinions that people may come across and ask them for their thoughts i.e. 'people wearing short skirts and getting drunk are asking for trouble'.

If people are standing at opposite ends try to pull out the key points from both points of view and show where they complement each other if possible. Encourage discussion and engagement from all participants.

Activity - Sex vs. gender

Give each participant a card with a 'G' and an 'S' written on. Read out the statements below and ask participants to hold up their 'G' if they think the statement relates to gender and an 'S' if they think it relates to sex.

1. Women give birth to babies; men don't. (S)
2. Little girls are gentle; boys are tough (G)
3. In many countries, women are paid far lower wages than men. (G)
4. Women can breast feed; men can't (S)
5. Women cook and keep the house clean; men talk politics with their friends (G)
6. Women menstruate; men don't (S)

SESSION 2 - Knowing your rights

Asylum process (during and post status) if applicable to the group

- Rights and entitlements
- Where to find more information
- Legal aid solicitors

Question and answer session – practical application/information

Confidentiality with statutory and non-statutory organisations

- Data protection regulation
- Your personal information how should be shared
- Tips on how to have control on your information

Question and answer session – practical application/information

Rights to health

- Accessing to services
- Requesting a female doctor
- Right to an interpreter
- Sexual health, contraception and sexual violence
- FGM clinics and support
- Where to find practical help
- Antenatal services

Question and answer session – practical application/information

Activity: group work activity. On their tables each group to spend some minutes thinking together about what might prevent someone leaving an abusive/violent relationship (and what help they might need?) If this was If this were happening to a friend, family member or a community member, what advice would you give them?

Provide a fictional story for each group to prompt discussion/de-personalise (Appendix 1)

Plenary – each group feeds back 2 points and why

Facilitators see resource sheet for prompts (Appendix 2)

Rights to protection – national laws and routes to support

- Physical violence, controlling behaviour, stalking and coercive behaviour
- Tech Abuse
- Sexual violence
- Forced marriage
- Human trafficking
- Hate crime
- LGBT rights
- Where to find practical help

Activity – introducing the power wheel (appendix 3) in plenary and discuss in small groups

Question and answer session – practical application/information

SESSION 3. Getting Help

Domestic Violence services

- Specialist services and what they provide

Getting Legal Advice

- Importance of good quality legal advice, when to access and list of legal aid providers

Question and answer session – practical application/information

Reporting

- Rights under the EU Directive – what to expect
- Emphasise choice on whether to report to police and the possible outcomes
- Contacting the police in an emergency

Question and answer session – practical application/information

Statutory rights - Approaching housing and social services departments

- Social services role and powers
- Rights of children
- Addressing the concern of being separated from children and/or removed from the country following disclosure to authorities

Question and answer session – practical application/information

SESSION 4 - Wrapping up

Ask participants if they would like to share any reflections from the day. Go over any final questions or clarifications.

Feedback forms

End the session with a 3 minute mindfulness practice if appropriate

<https://www.youtube.com/watch?v=SEfs5TJZ6Nk>

Ensure participants have information about further access to support.

Provide all handouts and SWIM leaflets

Appendix 1. Case studies and scenarios

1. Rosa lives with her husband and their three children. They married five years ago and at the beginning everything was fine. Rosa works as a cleaner and her husband has a job in construction. But during the last year things have changed. Rosa's husband often blames her for being a lazy woman. He says that it was a mistake to marry her and that he regrets it a lot. He takes the money she earns for himself and she does not have enough money to buy food for the family. Rosa is very sad and upset with the situation, but she does not know what to do.

2. Aisha is a young woman from Ethiopian living with her father and mother. The family has economic problems and Aisha has difficult to find a job. When Aisha meets a man within the Ethiopian community her parents accept his offer to marry Aisha, as they consider the marriage a possibility to improve family's financial condition. Aisha would find a job and become an independent woman, but she does not oppose the marriage as she feels it is the only choose to support her family. Her husband becomes soon violent and regularly beats her. Aisha' parents are aware of what is going on but consider it a private matter not to report to the community.

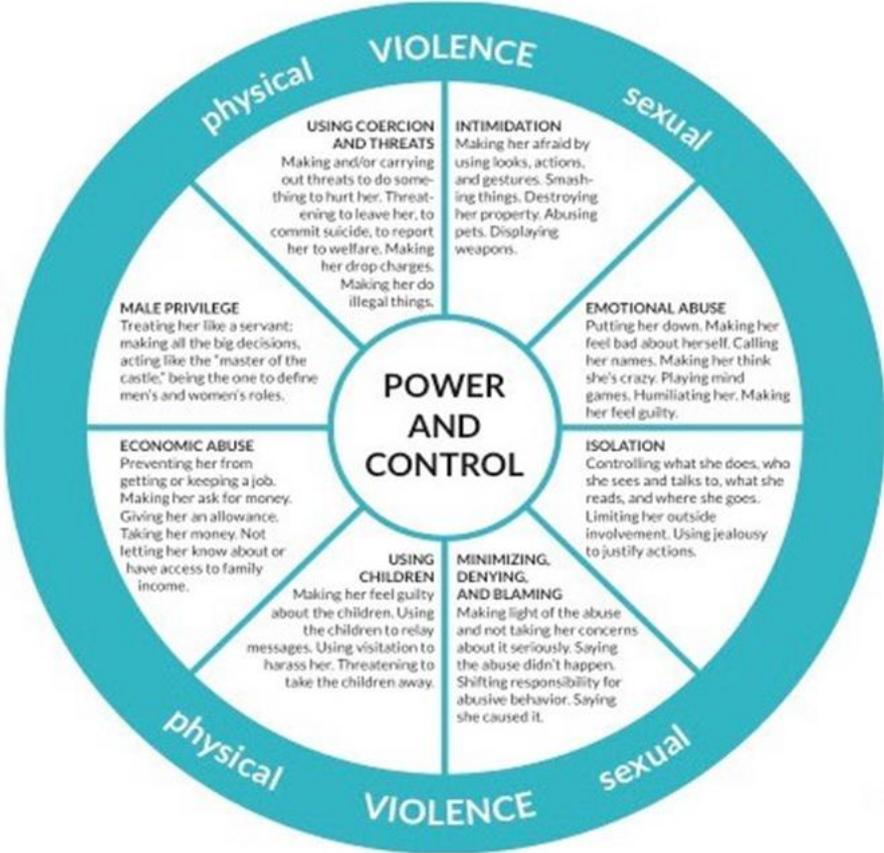
3. Leila is from Iran and sought asylum with her husband 6 months ago. She attends a drop in where she discloses to a female worker that her husband has become very controlling, forbidding her from leaving the house when he's at home, and has been verbally and from time to time also physically abusive. Leila is very worried for her own safety and wellbeing. She cries a lot and has nightmares. She doesn't know many people in her new country and feels very isolated and helpless. She has been told that separating from her husband would have consequences in terms of her asylum application. She feels trapped and devastated, not knowing what to do, where to get help.

Appendix 2. Resources

Some barriers to leaving an abusive relationship include:

- Shame
- Low self-esteem
- Threats by the abusive partner to harm themselves, their partner or children
- Intimidation
- Financial dependence
- Restrictions on movement
- Isolation
- Lack of knowledge about what help they can receive
- Poor or failing health having a negative impact on their ability to make decision and/or act
- They may love the perpetrator.
- The perpetrator has promised to change.
- Children may mean that they cannot leave (for example, if there are very few refuges that will offer places to a mother with a teenage son).
- They may have a family pet (also very few refuges that except these and violence towards animals is often common in domestic abuse relationships).
- They don't want to leave their home, friends, school, job, community etc.
- They have nowhere else to go.
- They believe the abuse is 'normal' or acceptable.
- They have tried to leave before.
- They don't have access to their key documents ie passport, driving licence, mobile etc.
- The perpetrator may also threaten suicide or self-harm as a form of manipulation.
- They are at the greatest risk of being murdered at the point of separation.
- For women without legal status, fear about being reported to the authorities and detained/removed from the EU Countries.
- Fear related to this about being separated from children/children being taken in to care.
- Perceived underlying cultural norms about 'acceptable' behaviour.
- Fear of being shunned by the wider community– family, friends, faith community.
- Difficult in communication due to language.
- Lack of knowledge about the law, rights and available services
- Lack of available services that meet their needs (language/provision of interpreters; cultural sensitivity and understanding; understanding of immigration status and how this affects options)
- Discrimination from services
- NRPF – access to services
- Distrust of authorities due to experience of corrupt authorities in another country.
- Threats from the wider community (HBV)
- Lack of support from professionals
- Worries about not being believed, had previously tried to access support from professionals but had not been believed

Appendix 3. The Power Wheel



Other European partners

					
Italy Associazione Croce Rossa Italiana	Great Britain British Red Cross	France France Terre d'Asile	Italy Fondazione ISMU	Romania Asociatia Alternativa Sociale	Sweden Svenska Roda Korset



This Guide was funded by the European Union's Rights, Equality and Citizenship Programme (2014-2020).

The content of this Guide represents only the views of the author and his/her sole responsibility. The European Commission does not accept any responsibility for use that may be made of the information it contains.