

# Commun-AID



*Increasing the capacity of domestic workers of  
different origins to respond to sexual violence  
through community-based interventions*



## Workstream 4:

# COMMUNAID TRAINING MANUAL AND TRAINERS' GUIDE

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*Developed by:*

*Cyprus University of Technology: C. Kouta, C. Pithara, Z. Apostolidou*

*MIGS: J. Christodoulou, A. Zobnina*

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**This manual was prepared by:**

**Christiana Kouta (School of Health Sciences, Cyprus University of Technology)**

**Christalla Pithara (School of Health Sciences, Cyprus University of Technology)**

**Zoe Apostolidou (School of Health Sciences, Cyprus University of Technology)**

**Josie Christodoulou (Mediterranean Institute of Gender Studies)**

**Anna Zobnina (Mediterranean Institute of Gender Studies)**

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## INTRODUCTION

### Background and introduction to the Train-the-Trainers Methodology Manual

The Train-the-Trainers Methodology Manual that follows is based on the findings and conclusions drawn from research conducted as part of the COMMUNAID programme - *Increasing the capacity of domestic workers of different origins to respond to sexual violence*<sup>1</sup> through community-based interventions. More specifically, this training manual took shape out of the findings emerging from semi-structured interviews with migrant women domestic workers who have direct or indirect experience of sexual violence in four partner countries (Austria, Cyprus, Greece, and Sweden), (*findings reported in WS1: Review of evidence on migrants' sexual victimization and assessment of victims' needs*); a systematic review of the literature pertaining to training programmes focusing on sexual violence and gender-based violence (*findings reported in WS4: Development and implementation of a train-the-trainer intervention: A review of the literature*); and finally a Delphi study aiming to develop consensus among experts on the key components of a train the trainer manual focusing on empowering migrant female domestic workers to act against sexual violence (*findings reported in WS4: Development and implementation of a drain-the trainer intervention: A Delphi study*).

The overall aim of this Train-the-Trainers Methodology Manual is to facilitate building capacity among migrant women domestic workers to be able to deal with issues of sexual violence in the place of domestic work through the training of trainers. The Train the Trainers methodology manual presents key components which are believed to be instrumental for building capacity in the context of sexual violence against migrant women domestic workers, as these were agreed upon by a panel of experts on sexual health, migrant domestic workers and public health. It also links these key learning components to the specific learning outcomes and to training methods and techniques which may be used during the training.

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<sup>1</sup> The project's definition of sexual violence is:

"any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work" (WHO, 2002)

This manual may be used to train women who are involved with migrant women domestic workers, to be able to:

- identify and handle cases of sexual violence in the place of domestic work,
- act as advocates for domestic workers against sexual violence,
- act as community development agents through promotion of sexual violence prevention strategies and programmes, and thus
- deliver the core components of the capacity-building intervention to the domestic worker population,
- be able to plan, adjust and evaluate sexual violence prevention programmes.

By the end of the training programme, training participants need to "be able to: (a) Explain the concepts of sexual violence and sexual victimization at domestic work, (b) Provide information and knowledge on the risk factors and consequences of sexual violence at domestic work for the victim and the perpetrator, (c) Build and strengthen participant's skills in identifying sexual violence and harassment by promoting understanding of what types of behaviour can be sexually abusive and what behaviours could be indicative of a third person's sexual abuse, (d) Build and strengthen participant's skills in handling situations of disclosure of sexual abuse or exhibition of warning signs, (e) Build participants capacity to acknowledge the importance of speaking out against sexual violence and coming together to establish clear community norms about what types of behaviour are and are not acceptable, (f) Build participants capacity to plan, conduct and evaluate training on sexual violence at domestic work, (g) Produce plans of action and mechanisms for follow-up." (see *COMMUNAID's Description of the Action*, pg.17).



## Major findings of COMMUNAID

The major findings of the COMMUNAID project point to the private and silent yet recurrent experiences of sexual violence among migrant women domestic workers in four EU countries. Migrant women domestic worker's journey to the destination countries and entry into the employment of domestic work, their legal status and ethnic background might be different between these four countries, yet experiences share considerable similarities in terms of factors of vulnerability, responses of women following sexual violence, as well as their capacity to access resources and fundamental and adequate support from formal institutions in their country of employment.

Two systematic reviews of the literature, one focusing on research investigating the experiences of migrant women domestic workers with sexual violence, and a second focusing on literature reporting on training programmes targeting sexual violence among the population of migrant female domestic workers has highlighted the scarcity of research focusing on this specific issue. Through these activities, the experiences and needs of migrant women domestic workers have been identified highlighting dimensions warranting attention for increasing the capacity of this population to protect themselves and deal more effectively with domestic violence. These were presented to seven experts who through a Delphi study reached consensus as to the learning components that are important and need to be included in a Train-the-Trainer manual.

In more detail, the COMMUNAID learning outcomes and educational content identified which acted as the basis for developing the train the trainer manual were the following:

- **Perceptions of gender**

This manual situates determining factors of sexual violence in the context of domestic work within social perceptions of gender. The perceptions of gender and expectations about women's and men's roles in society and within the domestic context in particular, are socially constructed and influence migrant women domestic workers' vulnerability to sexual violence. It is important for migrant women domestic workers to understand how gender roles and gender relations are contracted within their cultural group and within the culture of

the host country, and how these perceptions are linked to sexual violence at domestic work.

- **Sexual violence**

Migrant women domestic workers' empowerment is crucial in dealing with sexual violence. Therefore a clear idea about what can be identified as sexual violence needs to be established. Through COMMUNAID qualitative findings it was understood that migrant women domestic workers may not label some subtle behaviours as sexual violence which remain unquestioned and often escalate over time to more serious acts of sexual violence. It is important therefore to enable migrant women domestic workers to think critically as to what they think sexual violence looks and feels like, as well as provide commonly agreed definitions.

- **Reproductive and sexual health**

Knowledge about reproductive and sexual health, including of sexual rights, is essential if migrant women domestic workers are to be empowered. The goal of this theme is to transfer some basic knowledge among participants on reproductive anatomy and physiology, but most importantly promote awareness of issues related to sexual behaviours, sexual health and ways of protecting oneself against STDs, and enable discussion of these sensitive issues in a safe environment.

- **Consequences of sexual violence**

Sexual violence might result in a variety of biopsychosocial consequences and it is important for migrant women domestic workers to be aware of what these consequences might be and how they can deal with them. This is an important step towards empowerment as migrant women domestic workers need to acknowledge that these consequences constitute shared experiences among victims of sexual violence, for example guilt, anxiety and depression, as well as be able to identify effects such as sexually transmitted diseases in order to take action at an early stage.

- **The legal framework specific to sexual violence**

Knowing what legal frameworks are in place in the country of employment which protect migrant women domestic workers' rights against sexual violence is important for understanding one's rights and the tools in place to protect and upkeep such rights.

- **Local, public, governmental, NGOs and community services**

Migrant women domestic workers many times are not aware of the resources available to them which can provide support for sexual violence victims, specifically for migrant domestic workers. This may prevent many migrant women domestic workers from seeking help to exit a dangerous working situation. It is important therefore to provide information to migrant women domestic workers as to the local and national resources which exist in the country of employment which are active in this specific field, including names, contact details and the remit of each individual organization or service.

- **Responding to sexual violence**

Many migrant domestic workers may be isolated from the local community and not be aware of what they can do to get away from a dangerous situation. Fear may be another barrier preventing migrant women domestic workers from seeking support especially in the case of migrant women domestic workers in precarious legal status circumstances. Migrant women domestic workers need to be made aware of the different choices open to them in their country of employment and also be aware of the implications resulting from following specific options, for example implications resulting from making an official complaint or asking to change employers. This will help alleviate unrealistic preconceptions, fears and concerns which might prevent disclosure but also empower migrant women domestic workers through knowledge of all available avenues to them.

- **Environmental factors of vulnerability**

Sexual violence against women is a universally reported crime, which cuts across class, culture and status of victims, as well as perpetrators committing this crime. There are, however, certain populations of women that are more vulnerable to sexual violence, with migrant domestic workers being one such

group. Through COMMUNAID research it became clear that there are a number of vulnerability factors, specific to domestic work (e.g. privacy of household, unregulated tasks and hours of work, inaccessibility to labour inspection) that place women employed in this sector at an increased danger of becoming victims of sexual violence. These vulnerability factors are largely similar from country to country, but might also differ depending on the specific employment and resident permit status and regulations of migrant domestic workers in each country. It is important for migrant women domestic workers to be aware of such factors in order to identify them in their own and others' working situation as a step to empowerment.

- **Awareness for self-protection**

In some cases, migrant women domestic workers might feel powerless against the perpetrators of sexual violence. Protecting their personal integrity might feel out of their control or influence. For this reason, migrant women domestic workers might not perceive self-protection as being a possibility. It is important to raise awareness of the power of migrant women domestic workers to self-protection and the importance of acting on self-protection for migrant women domestic workers' integrity.

- **Empowerment and skills for self-protection**

Being aware of factors of vulnerability which exist in migrant women domestic workers' environment is the first step to being able to protect oneself. A step following raised awareness is promoting feelings of self-efficacy, sense of control and increased levels of empowerment. Information is an integral and core aspect of empowerment, thus knowledge of factors of vulnerability and increased awareness of the possibility for self-protection, can support the transfer of skill which can support self-protection. This includes strategies that may reduce the risk of sexual violence at domestic work, and protective behaviours when at immediate risk with the ultimate aim of promoting empowerment and developing skills for self-protection.

- **Communication skills**

Trainers need to be good communicators. Difficulties in making oneself understood, sharing emotions, thoughts, and difficulties in understanding the

intended message of another person are common in a large number of individuals and form a barrier to good communication. Communication skills are particularly essential to a trainer, since the objective of training is the good communication of facts but also emotions and thoughts. Communication skills also encompass the ability to identify accurately emotions of other individuals and be able to navigate and manage situations which involve intense emotions, as these form a barrier to learning. The presence of these is acute in a training programme focusing on sexual violence.

- **Principles of health promotion community programme delivery**

The purpose of the COMMUNAID project is to increase capacity within the community of migrant female domestic workers to be able to deal with sexual violence, utilising participatory and action training approaches. For this reason trainers are intended to work in a community setting and have a good knowledge of health promotion community programme delivery, capacity-building programmes in the community, and obtain good skills for delivery and basic skills of evaluating such programmes.

- **Networking and collaborations**

In order for community health promotion programmes to be successful, sustainable and achieve continuity, those responsible need to have formed good links and networks with other professionals, organisations and services which work with the same population or whose role has an impact on the delivery of the programme. For this reason, it is essential for trainers to be aware of the importance of networking and collaboration, be aware of the ways in which the work of other institutions have a direct or indirect impact on the success of their programme, and be skilled in forming and strengthening networks and collaborations which can help in the success of their programme.

## **Philosophical underpinnings**

This manual adopts participatory training approaches to promote capacity within the community of migrant women domestic workers to deal with sexual violence in the context of their work environment. Participatory training adopts principles of adult learning and is participant- rather than trainer-centred. Key references on the use

of the participatory approach and how its principles may be applied in this training are described in following sections.

This training is also situated within a gender perspective, even though other factors influencing migrant women domestic workers' experiences with sexual violence are also integrated within the training, such as issues of culture and ethnicity (intersectional approaches) as well as structural issues (e.g. institutional racism). It is important for trainers to be well aware of issues of gender and how these impact on sexual violence, as well as of the specific dimensions of vulnerability specific to migrant women domestic workers e.g. social attitudes towards domestic work and migrant women, when preparing to deliver the Train-the-Trainers Manual.

### Who is the Train-the-Trainer Methodology Manual for?

The Train-the-Trainer Methodology Manual is directed towards women who are involved in providing services or support to migrant domestic workers who might have experienced sexual harassment and violence. It is intended to provide the necessary knowledge, attitudes and skills needed in order for them to become trainers themselves and subsequently train (other) migrant women domestic workers. It is important for individuals who are trained as trainers to be women because of the sensitive nature of sexual violence and the special characteristics of women who might be affected by sexual violence. Women affected might not want to share their experiences or feelings with a male trainer/supporter and may feel very vulnerable and potentially threatened by them, even if the male trainer is well trained and capable of providing information. These women may come from the following backgrounds:

- Community leaders from migrant communities
- Support workers from community support groups
- Workers from NGOs
- Professionals from Governmental, Voluntary or Non-governmental institutions/organisations

Women attending training are expected to have experience of providing support to women who have experienced sexual violence, or to migrant women domestic workers. They are expected to have some previous awareness of the problems

faced by migrant women, and domestic workers. This is because the Train-the-Trainer manual brings together the key dimensions which together produce aspects of vulnerability, and reflects capabilities necessary to empower migrant women domestic workers (e.g. issues of gender, ethnicity, migration, racism and stereotypes, structural factors). In this way it is not but does not a comprehensive textbook and does not contain an introductory approach to these key issues. Participants would be expected to have some level of prior awareness about these key issues.

### Who can conduct the training?

It is very important for those delivering the training to be experienced trainers on the specific topics. This is because of the information provided in the manual which assumes previous knowledge of the subject and presents targeted material specific to the subject matter i.e. sexual violence in the context of migrant women domestic workers. Trainers need to have the following characteristics:

- Have experience in delivering training to adult female learners, preferably migrant women
- Ground their practice within a gender and/or intersectionality approach and understand issues of human rights, gender, culture, ethnicity and migration
- Are preferably female

Trainers need to familiarise themselves well with the contents of the manual, feel comfortable delivering the content and initiate and manage group exercises and activities. They also need to be prepared about how to deal with sensitive issues that may arise during the training and deal with emotions that may emerge during the training. In some cases trainees may express traumatizing experiences. The trainer should be able to deal with such cases, provide initial support but also be prepared to direct the trainee to more appropriate professional sources of support.

Principles of confidentiality should also be applied.

### How to use the manual?

This manual is intended to be used as a guiding handbook encompassing educational and training material which is specific to sexual violence in the context of migrant

women domestic workers. The manual adopts a participatory (action) training approach where trainees are active participants in the learning process and whose previous knowledge, experience and skills are acknowledged and utilised to build upon during the training. The content of the manual assumes that participants have some pre-existing level of awareness about the key issues covered here. If it is necessary to provide this training to individuals who are completely new to these issues and are not aware of issues of gender and sexual violence, then it is noted that the way this manual is designed and presented, it is not enough to equip an individual with the necessary knowledge, awareness and skill to deal with migrant woman domestic workers who have experienced sexual violence. However, this manual can be used as a starting point to build on the key components for developing a more comprehensive educational programme for participants who are completely new to the area.

This manual therefore can be used as a guide about the key learning components necessary to promote empowerment within migrant women domestic workers and capabilities that potential trainers need to possess in order to be able to support and empower migrant women domestic workers. It incorporates key learning objectives linked to group exercises which aim to develop awareness and skills in order to achieve these objectives.

### Overview of the structure of the manual

The training manual presented here consists of two parts. The first part constitutes a training resource guide to be used by trainers of migrant domestic workers with the ultimate goal of increasing their capacity to prevent and deal with sexual violence within the context of their work environment. It consists of three modules which are linked but also distinct from each other thus need not be delivered in the sequence they are presented in.

The second part constitutes a guide to trainers to the skills and knowledge required to provide the training described in part one of the manual. It is expected that by the time trainers are trained on the core skills necessary to a trainer (Part Two), they will feel comfortable with the use of approaches introduced in the previous three modules of Part One specific to gender, ethnicity, migration and environmental dimensions; the way these apply to the phenomenon of sexual violence



against migrant women domestic workers; and be aware of how these underlie all training described in this manual.

## Planning and delivering the training

Based on comments from experienced trainers piloting this manual, trainers should schedule approximately one working day to prepare in order to deliver each individual module as it is. About 12-16 hours are needed to deliver the contents of this manual appropriately and effectively. Approximately 3-4 hours should be allowed for each module. Ideally training should be provided over two (two modules per day) or four (one module per day) days. If less time is available for each module then trainers need to allow for preparation as to which components and aspects of the training they will deliver in a way that does not compromise the learning objectives for each module.

It is important to have 15-20 minute breaks after 2 hours of training as this gives the opportunity not only for participants and trainers to relax, but also engage in conversation related to the training and its themes as well as their individual experiences and responses to the training.

Training should be delivered in an easily accessible place, which provides a comfortable environment for the trainees. It is important for the room to have adequate space for participants to seat in groups and in a circle to facilitate participation, discussion and space for activities. It should not be a noisy, dark or stuffy room. It should also provide privacy and not be a through-way where people use and thus interrupt training and make participants feel uncomfortable.

Considering the sensitivity of the topic as well as principles of effective training, the number of trainees is suggested to be between 10 to 12 participants.

Activities and exercises are provided in this manual however, trainers who feel comfortable can deliver more or other interactive activities and ice-breakers if they have the time.

## Useful material for the trainees

Trainers need to prepare in advance a training package for trainees which may include:

- Information leaflet about the background and purpose of the training
- Details about the Communaid project, website and web-tool
- Definitions of key terms and concepts along with key references for further information e.g. domestic work, female migration, intersectionality, sexual violence, gender, ethnicity
- Key information including statistics, the status quo in specific countries, legal and regulatory frameworks specific to sexual violence in the context of domestic work
- Contact details to key national and international organisations, professional or NGO bodies, and support groups relevant to the topic
- Flyers or other key information the trainers feels should be disseminated to participants

The trainer should also be very familiar with the group activities and exercises which have been planned for the training in order prepare and have available any material needed e.g. images, balls etc. Key materials that are usually needed for any training are the following:

- Name-tags for participants to wear
- Markers
- Pen and paper for participants to make notes
- Flip charts
- White board and markers
- PPT facilities

### On-the-day pointers

It is very important for trainers to be very well prepared and be familiar with the flow of events to take place during the training and how they plan to move from one part of the training to another. Useful references are provided but some useful pointers are the following:

- Make sure that participants have a good understanding of the scope, aims and objectives of the training
- Issues of confidentiality, privacy, and informed consent should be explained and adhered to by both trainer and trainees
- Icebreakers and games aimed to familiarise participants with each other at the beginning of the training day and at points where participants may not be at their peak e.g. after lunch, should be used to help familiarise participants with each other, help them feel at ease, develop trust and promote learning
- Always start training with a group activity related to identifying participant expectation of the training and their perceived needs in terms of what would increase their capability to deal with issues of sexual violence in the context of migrant women domestic workers. In the say way, training should always come to an end with a discussion of whether needs and expectations were met, evaluation of the training and identification by participants of how the training could be adjusted to better meet their needs. It is important to understand that participants coming from different population groups e.g. professionals, domestic workers, would be expected to have different needs and learning characteristics and these should be taken into account when preparing and during the training.
- Make sure that presentations of factual information are always followed by interactive group activities to enable participant to think of what has been presented, try to link it to previous knowledge and contribute their experiences and expertise to the specific topic.

## Useful References

Garber, P. R. (2008). 50 communications activities, icebreakers, and exercises HRD Press.

PALDIN, Participatory Adult Learning and Information and Communication Technologies Course 1, UNESCO  
<http://www.unesco.org/education/aladin/paldin/index.html>

Pretty, J. N., Guijt, I., Thompson, J., & Scoones, I. (1995). Participatory learning and action: A trainer's guide.

## Contact and Feedback

The developing team acknowledges that this manual may have gaps and presents room for improvement. It is important for those who use this manual to make notes of their experiences with using this manual and provide feedback on amendments, improvements or any other comments they have which may help to improve this manual. Any feedback should be made available to:

***Dr Christiana Kouta***

Assistant Professor

Department of Nursing

Cyprus University of Technology

31 Archbishop Kyprianos

3036 Lemesos, Cyprus

*christiana.kouta@cut.ac.cy*

# PART ONE

## **Module One: Understanding Gender-Based Sexual Violence**

- Topic One: Perceptions of Gender
- Topic Two: Perceptions of Sexual Violence
- Topic Three: Description of Sexual Violence
- Topic Four: Reproductive and Sexual Health
- Topic Five: Consequences of Sexual Violence

## **Module Two: Responding to Sexual Violence**

- Topic One: Legal Framework Specific to Sexual Violence
- Topic Two: Local, Public, Governmental, NGOs and Community Services
- Topic Three: Options for Responding to Sexual Violence
- Sample Set of Cards: The case of Cyprus

## **Module Three: Increasing Capacity for Protection Against Sexual Violence**

- Topic One: Environmental Factors of Vulnerability
- Topic Two: Increasing Awareness for Self-Protection

## MODULE ONE

### Understanding Gender-Based Sexual Violence

#### **Rationale of Module One**

Being able to identify sexual violence and know its implications and possible consequences, specifically sexual violence in the context of domestic work is an essential first step for building capacity and empower migrant women domestic workers in order to deal with this traumatic and often hidden issue. The aim of this module is to provide women with information and basic concepts in relation to violence and think of these in the context of domestic work and gain factual knowledge of sexual and reproductive health.

This will be achieved through the following learning objectives:

- Perceptions of gender:

Develop an awareness of the dimension of gender, how gender roles and gender relations might be perceived by women themselves, their cultural group and within the culture of the host country, and how these perceptions are linked to sexual violence at domestic work

- Perceptions of sexual violence

Participants are encouraged to think and become aware of one's own attitudes and understanding of sexual violence at domestic work and how this might influence responses to it, such as sharing information with others

- Description of sexual violence

The participants need to be able to define and describe the different types of sexual violence according to formal definitions

- Reproductive and sexual health

Increase awareness of issues related to sexual and reproductive health including sexual and reproductive rights among participants

- Consequences of sexual violence

Promote in participants awareness and understanding of the possible consequences of sexual violence, and subsequently ability to recognise these consequences

## TOPIC ONE: PERCEPTIONS OF GENDER

<b>Skills/Knowledge Description</b>	<p>The aim is to develop an awareness in participants of the dimension of gender, how gender roles and gender relations might be perceived by women themselves, their cultural group and within the culture of the host country, and how these perceptions are linked to sexual violence at domestic work.</p>
<b>Outcomes</b>	<p>Following training on this topic, participants need to be able to demonstrate:</p> <ol style="list-style-type: none"> <li>1. Acquired and/or increased understanding of the concept of gender through the following: <ul style="list-style-type: none"> <li>- Describe what the meaning of the concept of gender is based on universally accepted principles and legislation,</li> <li>- Describe the distinction between gender and sex,</li> <li>- Describe the concepts of masculinity and femininity, how they relate to perceptions of gender roles and how they might differ between cultures</li> </ul> </li> <li>2. Acquired and/or increased understanding of gender roles and gender relations and the way they are shaped by wider society and cultural contexts through the following: <ul style="list-style-type: none"> <li>- Awareness of the ways perceptions of gender roles relate to societal understandings of specific roles attributed to women and men</li> <li>- Awareness of patriarchal and culture-specific structures within society, and the ways these might influence our perceptions of the roles and accepted behaviours of women and men</li> <li>- Awareness of the cultural differences in perceptions of gender roles and gender-specific behaviours</li> <li>- Understand the connections between gender roles and</li> </ul> </li> </ol>



	<p>gender (in)equality</p> <ul style="list-style-type: none"> <li>- Describe the meaning of stereotyping, prejudice, and discrimination</li> </ul> <p>3. Acquired and/or increased understanding of implications of gender roles stereotyping</p> <ul style="list-style-type: none"> <li>- Understand how gender stereotypes can influence work and personal relationships, including situations of violence</li> </ul> <p>4. Acquired and/or increased understanding of the relationship between gender stereotypes and practical realities of domestic workers</p>
<b>Methodology</b>	<p><b><u>Discussion question 1:</u></b></p> <p>What is gender and how it differs from biological sex?</p> <p>Sex - biological characteristics based on reproductive function of female or male (male sex/ female sex)</p> <p>Gender - socially constructed roles and behaviours attributed to different sexes. Although many gender roles are 'universally accepted', gender roles can differ historically, culturally, even within the same society.</p> <p>We, ourselves, as active agents, can influence and shape gender roles</p> <p><b><u>Exercise "Gender in a box":</u></b></p> <p>Ask participants to provide examples of gender roles. List the examples in two different boxes (masculine/feminine). Roles not traditionally accepted to be put out of the box. Discuss the consequences of being in or out of the box.</p> <p><b><u>Examples:</u></b> Female Gender Box - caring, submissive, emotional, not argumentative, not a leader, economically dependent, supposed to look beautiful etc.; Male Gender Box - dominant, confident, physically strong, bread-winner, sexually driven, not</p>

emotional, etc.

### **Discussion question 2:**

Why is it important to distinguish between sex and gender?

Societies create specific rules and expectations as to how women and men are supposed to behave. These rules and expectations can be harmful and have negative effects on lives of both women and men. Gender roles and expectations have direct impact on the way we deal with situations of conflict and violence, and on the way we exercise our rights and respect the rights of others.

### **Exercise "Gender Effect":**

Ask participants to provide examples of gender roles and list harmful consequences of such roles. Map them on the flip-board. (Male/Female)

Examples: Female - expecting woman to be submissive can affect her confidence in dealing with violence against her. Male - expecting man to be dominant can "justify" his violent behaviour and reduce his responsibility for abuse.

### **Discussion question 3:**

How gender roles are practically translated into the lives of female migrant domestic workers and the problems they face?

Gender stereotypes and expectations might have direct impact on the experiences of domestic workers. As majority of domestic workers are women and work in private homes, there exist a strong pressure as to how they are supposed to behave and what kind of relationship they are supposed to have with their employers, including their male employers

### **Exercise "Applying Gender":**

a) Ask participants to list five common, in their understanding, negative work-related experiences (in work environment and/or in the relationship with employers) that domestic workers might come across and define these experiences. b) Ask participants to identify whether there is any connection between gender

	<p>stereotypes listed in the previous exercise and the experiences they have listed. c) Connect the two lists. d) Discuss with participants why these stereotypes relate/do not relate to negative experiences?</p> <p><u>Examples:</u> Gender Affected Negative experiences: Poorly remunerated labour of domestic worker - gender stereotype that states that 'women's job' / domestic work (cleaning, caring, cooking) is less valuable than other jobs; Too long working hours - gender stereotype that states that women's labour /domestic labour is not a 'real job' and should not have fixed hours; Offering money to a domestic worker in exchange for sex or sexual gratification - gender stereotype that states that female is supposed to be available and should please male. Gender Neutral Negative Experiences: Dissatisfaction with the local food</p> <p>All exercises can be performed as a common group discussion, or by splitting participants into two smaller groups, e.g. one for each 'gender box', followed by a joint discussion.</p>
<b>Media and Resources</b>	Flip-Chart, participatory group discussions, small group work, power point presentation

## TOPIC TWO: PERCEPTIONS OF SEXUAL VIOLENCE

<b>Skills/Knowledge Description</b>	<p>Participants are encouraged to think and become aware of one's own attitudes and understanding of sexual violence at domestic work and how this might influence responses to it, such as sharing information with others.</p>
<b>Outcomes</b>	<p>Acquired and/or increased understanding of participants' own perceptions of</p> <ul style="list-style-type: none"> <li>• sexual violence and its characteristics ,including identifying misconceptions in such perceptions</li> <li>• the way sexual violence is constructed, perceived, condemned and/or justified by society</li> </ul> <p>Instances of sexual violence that occur / might occur in domestic work</p>
<b>Methodology</b>	<p><b><u>Discussion question 1: How do we understand sexual violence?</u></b></p> <p>Historically, sexual violence, specifically sexual violence against women, has not been recognized as a crime that deserves equal treatment as other offences. . In difference to other type of crimes, the "sexual element" is often perceived to trivialize the offense, thus reducing the seriousness of this type of violence.</p> <p><b>Exercise "Sex Matters":</b></p> <p>Invite participants to reflect on the difference between sexual act of violence and non-sexual act of violence</p> <p>a) Trainer lists on a flip-chart several examples of acts of non-sexual violence</p> <p>b) Trainer creates a similar list with acts of sexual violence</p> <p>c) Trainer asks participants to identify the 'common element' (sexual element) in the second list, and asks them what distinguishes the acts from the first list from the second one</p> <p>Examples: Sexually violent acts: Cat-calling, unwanted touching, stalking, staring, invitation for sexual contact, rape, etc, VS Non-Sexually Violent acts: robbery in the street, violence at a football</p>

match, racist hate speech, etc.

**Discussion question 2: How do we define sexual violence?**

Sexual violence is not always easy to define. Perceptions of sexual violence often differ from its factual realities. Very often, when a crime has 'sexual element', it is no longer perceived as act of violence, and the burden of responsibility is often placed on a victim. When a sexual crime leaves no physical traces on victim's body, it makes it more difficult for the victim to prove that act of violence has taken place.

**Exercise "Tennis Debate":**

- a) Divide participants into two groups.
- b) Provide a scenario of a situation that includes elements of sexual violence.
- c) Ask one group to develop five arguments in defence of perpetrator's position, the other group - in defence of victim's position.
- d) Discuss the outcome of the debate

Example Scenario: A single 32 y.o. female domestic worker with live-in status works for the family of four (a married couple and two young children). Husband and wife quarrel a lot and discuss possibilities of divorce. She is satisfied with her salary and her working hours and has good relationship with her female employer and kids. On several occasions, while she was cleaning the living room, her male employer put on a pornographic video material and approached her with an offer to enter into sexual contact with him in exchange for money. When she refused the offer, by stating it was inappropriate, the employer told her she was wrong and if she was a good employee, she would have sex with him. She would love to continue working with this family, but considers leaving the household and seeking for another employer.

**Discussion question 3: what are common characteristic of sexual violence?**

Any act of violence has a number of elements, such as perpetrator, victim against whom violence is directed,

settings, consequences etc. For acts of sexual violence those elements are distinctive.

**Exercise "Reality Check" :**

a) Divide participants into groups of three

b) Ask each group to fill in the table of characteristic based on their understanding of sexual violence

Victim	Perpetrator	Location	Reaction of victim	Consequences for victim	Perpetrator's punishment	What causes sexual violence

Example: settings - private homes / non public spaces; perpetrator - male; victim - female; child; consequences for victim - fear, shame, pregnancy, loss of job etc.

**Discussion question 4: Are domestic workers more vulnerable to sexual violence?**

**Exercise :** Ask participants to provide examples of types /cases of sexual violence that they believe occur or might occur in domestic work ?

Examples: Sexual harassment, inappropriate/unwanted physical contact, stalking, rape

**Exercise "Socio-metric exercise concerning sexual assaults /violence/aggression":**

Is this [action/behaviour] sexual aggression or not? -> explain the position you have taken

**Media**

**and**

Participatory discussions, group work (exercises might be done

<b>Resources</b>	simultaneously in small groups), tennis debate
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### TOPIC THREE: DESCRIPTION OF SEXUAL VIOLENCE

<b>Skills/Knowledge Description</b>	The participants need to be able to define and describe the different types of sexual violence according to formal definitions.
<b>Outcomes</b>	<ol style="list-style-type: none"> <li>1. Acquired and/or increased awareness of participants of <ul style="list-style-type: none"> <li>• the legal definitions and concepts of sexual violence</li> <li>• scope and dimension of sexual violence</li> <li>• how sexual violence is embedded within wider problems of Violence against Women and Gender inequality</li> <li>• of different evidence-based types of sexual violence</li> </ul> </li> <li>2. Acquired and/or increased ability of participants to recognize <ul style="list-style-type: none"> <li>• How sexuality is constructed within a society through its representation in media and public discourse</li> <li>• How (mis)representations of sexuality is linked to gender inequality, violence against women and sexual violence</li> </ul> </li> <li>3. Acquired and/or increased critical ability of participants to contextualise different types of sexual violence within practical realities of domestic workers</li> </ol>
<b>Methodology</b>	<p><b><u>Exercise "What the Law Says":</u></b></p> <p>By using power-point presentation, provide participants with legal international definitions of Sexual Violence, its scope and types, including the research-based evidence on the problems within domestic work. Discuss definitions with the group.</p> <p>The presentation can be opened with a short video on sexual violence</p> <p><b><u>Discussion Question 1: What is Sexual Violence?</u></b></p>

- There are legal definitions of Sexual Violence which exist within international laws and in country-specific laws. What victims of SV might have experienced as sexual violence does not always fit within legal definitions, but might be as upsetting and frightening. Whatever words are used to describe Sexual Violence, the act of sexual violence is always wrong. It is an assault on one's body, mind and integrity.

- **Internationally accepted definition of sexual violence**

UN Declaration on the Elimination of Violence against Women, adopted by the General Assembly in 1993, states that

Sexual Violence is any act, attempt, or threat of a sexual nature that result, or is likely to result in, physical, psychological and emotional harm.

- **International Legal Instruments treat Sexual Violence as a form of Violence against Women (VAW)**

Expanded Definition of Sexual and Gender-based Violence used by the UNHCR and implementing partners, Article 2 of the UN General Assembly Declaration on the Elimination of Violence Against Women (1993) states that

Violence against women shall be understood to encompass, but not be limited to, the following:

- Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation;
- Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment and intimidation at work, in educational institutions and elsewhere, trafficking in women and forced



	<p>prostitution;</p> <ul style="list-style-type: none"> <li>Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.</li> <li><b>Violence against Women is a form of gender-based violence (violence directed at someone solely because of her gender) that is directed at a woman because she is woman.</b></li> </ul> <p>Violence against Women is any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.</p> <p>(Article 1 of the Declaration on the Elimination of Violence against Women)</p> <ul style="list-style-type: none"> <li><b>Violence against Women has a long history and is there because of the patriarchal structures on which most modern societies are built</b></li> </ul> <p>"Violence against women is a manifestation of historically unequal power relations between men and women, which have led to domination over and discrimination against women by men and to the prevention of the full advancement of women. Violence against women is one of the crucial social mechanisms by which women are forced into a subordinate position compared with men"</p> <p>(Preamble to the Council of Europe Convention on preventing and combating violence against women and domestic violence)</p> <ul style="list-style-type: none"> <li><b>Scope of the problem:</b></li> </ul> <p>According to the World Health Organisation</p> <p>"Violence against women - particularly intimate</p>
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partner violence and sexual violence against women - are major public health problems and violations of women's human rights".

"Recent global prevalence figures indicate that 35% of women worldwide have experienced either intimate partner violence or non-partner sexual violence in their lifetime"

According to the latest EU-wide research conducted by Fundamental Rights Agency in 2014,

"One in 10 women in the European Union has experienced some form of sexual violence since the age of 15, and one in 20 women has been raped since the age of 15".  
(<http://fra.europa.eu/en/publication/2014/vaw-survey-main-results>)

**Discussion Question 2: What are the specific characteristics of Sexual Violence?**

- It is most often directed at women and girls by men, though there are cases of male victims as well.
- Sexual violence only very rarely is committed by strangers. It is most often perpetrated by someone the victim knows, lives with or dates.
- It may happen once, or it may happen repeatedly
- It most often happens indoors, in private houses or in a isolated location and when no one is around.
- Sexual violence has little to do with sex as such. It most often involves power, that a perpetrator tries to establish over victim, by attacking her sexual integrity
- It has short and long terms psychological, mental, physical and material repercussions for the victim

Unlike with other crimes, some people believe that those who

have been sexually assaulted are in some way responsible for what has happened because of their behaviour or the way they were dressed. Those beliefs are wrong.

**Discussion Question 3: What are the types/forms of Sexual violence?**

Sexual Violence takes different forms: from severe physical assaults, such as rape, to subtle psychological advances:

- Rape, including marital rape
- Attempted rape
- Child sexual abuse, defilement and incest
- Child marriage
- Sexual abuse
- Trafficking for Sexual exploitation
- Forced sterilisation and forced abortion
- Prostitution
- Sexual violence as a weapon of war and torture
- Female Genital Mutilation

**Examples of less 'visible' sexual violence and harassment:**

- Unwelcome sexual remarks and propositions
- Unwanted or derogatory comments about clothing or appearance
- Leering or suggestive gestures or remarks
- Displaying offensive materials such as pornographic pictures/films
- Invasion of personal space, unwanted physical contact,

touching

**Discussion Question 4: What are the common 'problems' in understanding and dealing with sexual violence?**

Media (Mis)Representation of Sexuality

Denial and minimization of crime by perpetrators

Lack of 'physical evidence'

Reaction by society, family, friends

Fear of disclosure by victims

Poor protection mechanisms

**Discussion Question 5: What do we know about Sexual violence in domestic work**

There is considerable anecdotal evidence on the prevalence of the problem, with little empirical research.

Because of other factors of vulnerability, such as migration status, cultural difference, low language skills, low income, limited labour mobility, as well as 'familial' and private nature of work, domestic workers are specifically prone to becoming victims of sexual violence

The same factors may make it specifically difficult to prevent, recognize and combat sexual violence against domestic workers

Types of sexual violence within domestic work range from severe sexual assaults, such as rape, to subtle sexual innuendoes.

Most victims of sexual violence in domestic work do not report the crimes to official authorities, out of fear to lose their work, and share their experience only with very close friends or no one at all.

For most domestic workers who experience sexual violence at work, it results in mild to serious psychological traumas,

	<p>for which they receive no professional help</p> <p>The presentation is completed with a 'question and answer' round and group discussion.</p>
<b>Media and Resources</b>	<p>Video Clip (link), Slide-Show presentation, printed media case study on representation of sexual violence, question &amp; answer, Participatory Discussion.</p> <p><a href="http://www.conventions.coe.int/Treaty/EN/treaties/html/210.htm">http://www.conventions.coe.int/Treaty/EN/treaties/html/210.htm</a></p> <p><a href="http://www.ohchr.org/EN/ProfessionalInterest/Pages/ViolenceAgainstWomen.aspx">http://www.ohchr.org/EN/ProfessionalInterest/Pages/ViolenceAgainstWomen.aspx</a></p>

## TOPIC FOUR: REPRODUCTIVE AND SEXUAL HEALTH

<b>Skills/Knowledge Description</b>	<p>Increase awareness of issues related to sexual and reproductive health including sexual and reproductive rights among participants.</p>
<b>Outcomes</b>	<p>Following this session participants need to be able to:</p> <ol style="list-style-type: none"> <li>1. Describe what is sexual health</li> <li>1. Describe what is reproductive health</li> <li>2. Have knowledge of concerns and rights related to sexual health</li> <li>3. Have knowledge of actions that may lessen the likelihood of sexual violence victimization</li> </ol>
<b>Methodology</b>	<p><b>Factual information</b></p> <p><b>1. Sexual and reproductive health</b></p> <p><b>What is sexual health?</b></p> <p>“...a state of physical, emotional, mental and social well-being in relation to sexuality; it is not merely the absence of disease, dysfunction or infirmity. Sexual health requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. For sexual health to be attained and maintained, the sexual rights of all persons must be respected, protected and fulfilled.” (WHO, 2006)</p> <p><b>What is reproductive health?</b></p> <p>It implies that people are able to have a responsible, satisfying and safe sex life and that they have the opportunity to reproduce and the freedom to decide if,</p>

when and how often to do so.

Implicit in this are the rights of men and women to be informed of and to have access to safe, effective, affordable and acceptable methods of fertility regulation of their choice, and the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.

### **Sexual health concerns**

Emphasis should be given to those with blue colour

#### **1. Sexual health concerns related to body integrity and to sexual safety**

- Need for health-promoting behaviours for early identification of sexual problems (e.g. regular check-ups and health screening, breast and testicular self-scans).
- [Need for freedom from all forms of sexual coercion and sexual violence](#) (including rape, sexual abuse and harassment).
- Need for freedom from body mutilations (e.g. female genital mutilation).
- [Need for freedom from contracting or transmitting STIs](#) (including HIV).
- Need for reduction of sexual consequences of physical or mental disabilities.
- Need for reduction of impact on sexual life of medical and surgical conditions or treatments.

#### **2. Sexual health concerns related to eroticism**

- Need for knowledge about the body, as related to sexual response and pleasure.
- Need for recognition of the value of sexual pleasure enjoyed throughout life in safe and responsible manners within a values framework that is respectful

of the rights of others.

- Need for promotion of sexual relationships practised in safe and responsible manners.
- Need to foster the practice and enjoyment of consensual, non-exploitative, honest, mutually pleasurable relationships.

### 3. Sexual health concerns related to gender

- Need for gender equality.
- Need for freedom from all forms of discrimination based on gender.
- Need for respect and acceptance of gender differences.

### 4. Sexual health concerns related to sexual orientation

- Need for freedom from discrimination based on sexual orientation.
- Need for freedom to express sexual orientation in safe and responsible manners within a values framework that is respectful of the rights of others.

### 5. Sexual health concerns related to emotional attachment

- Need for freedom from exploitative, coercive, violent or manipulative relationships.
- Need for information regarding choices or family options and lifestyles.
- Need for skills, such as decision-making, communication, assertiveness and negotiation, that enhance personal relationships.
- Need for respectful and responsible expression of love and divorce.

### 6. Sexual health concerns related to reproduction

- Need to make informed and responsible choices about reproduction.



- Need to make responsible decisions and practices regarding reproductive behaviour regardless of age, sex and marital status.
- [Access to reproductive health care.](#)
- Access to safe motherhood.
- Prevention of and care for infertility.

[http://www.who.int/reproductivehealth/topics/sexual\\_health/issues/en/](http://www.who.int/reproductivehealth/topics/sexual_health/issues/en/)

## **2. Sexual and reproductive health rights**

The following are basic human rights, constituting the basis for sexual and reproductive rights (IPPF, 1996).

- The Right to Life
- The Right to Liberty and Security of the Person
- The Right to Equality, and to be Free from all Forms of Discrimination
- The Right to Privacy
- The Right to Freedom of Thought
- The Right to Information and Education
- The Right to Choose Whether or Not to Marry and to Found and Plan a Family
- The Right to Decide Whether or When to Have Children
- The Right to Health Care and Health Protection
- The Right to the Benefits of Scientific Progress
- The Right to Freedom of Assembly and Political Participation

- The Right to be Free from Torture and ill Treatment

**Deutsche Stiftung Weltbevölkerung (2014), SRH Facilitators' Training Manual**

<http://www.dsw.org/publications-and-media/srh-training-manual.html>

The participants may watch the SRHR film with 12 short stories and discuss about their understandings and may related to their experiences too.

### **3. Protective and preventative actions**

Protective factors may lessen the likelihood of sexual violence victimization. These factors can exist at individual, relational, community and societal levels.

#### **For discussion:**

- Sexual health and sexual and reproductive rights
- Empowerment
- The feeling of support system (friends, trusted people)
- Laws relevant to sexual and reproductive rights
- Living outside employer's house or private accommodation
- Knowledge of/experiences of sexual violence
- Experiences and attitudes towards male employers
  
- Tell your story...
- What is your opinion?

### **Case study 1**

Duet, is 23 years old and she is working as a domestic worker in Cyprus, at Mr and Mrs J.'s house for 8 months. When she is around to Mr J., age 60, Duet often feels that he is 'staring' at her. A month ago he bought her white shorts and said 'these are comfortable for you when you clean the house'. A few days ago he bought her a white short dress making a similar statement but was rather more demanding, stating that 'this is for you to wear when you clean the house'.

Duet feels uncomfortable, but is afraid to say anything to him, or to his wife. Sometimes she is afraid of him 'the way he looks', as stated.

### **Case study 2**

Anit, is 25 years old and she is working as a domestic worker in Cyprus, at Mrs Eleni's house for the past year. Mrs Eleni is 80 years old and lives in a small house at the yard of her son's house. Anit sleeps in a small room next to Mrs Eleni's bedroom.

Almost every night her son, Peter, comes to see his mother, usually late, when Mrs Eleni is already asleep. Most of the times he sits there and asks Anit personal questions, such as 'do you have sex in Cyprus?' 'I can show you some new things...' and sometimes he touches her breast.

Although Anit said 'No, please sir', he continues to do this. Anit is afraid to tell anyone and she does not know where to go... Her employer's son has her passport so if she leaves she will have no documentation and will be illegal. She is also afraid that she will have no job and might be deported. She doesn't want to be without a job or losing her income as she needs to send money to her family. She thinks that probably no one will believe her... She does not know what to do...

### **Case study 3**

Lisa is 22 years old, from Sri Lanka and she is working at Mr and

	<p>Mrs P.'s house, taking care of their sick child along with the cleaning of the house. Lisa is working there for 6 months, she is unhappy and wants to find a way to find new employers. During the last month, whenever Mrs P leaves the house and she is alone with Mr P. and his child, he enters her room and rapes her. Lisa told this to a friend who advised her to go to the police. Lisa is suffering a lot and she is thinking of reporting this to the police...but she is so embarrassed and afraid of the consequences of going to the police ...</p>
<b>Media and Resources</b>	<p>Film</p> <p>Deutsche Stiftung Weltbevölkerung (2014), SRH Facilitators' Training Manual</p> <p><a href="http://www.dsw.org/publications-and-media/srh-training-manual.html">http://www.dsw.org/publications-and-media/srh-training-manual.html</a></p> <p>Case studies, participatory discussion</p>

## TOPIC FIVE: CONSEQUENCES OF SEXUAL VIOLENCE

<b>Skills/Knowledge Description</b>	Promote in participants awareness and understanding of the possible consequences of sexual violence, and subsequently ability to recognise these consequences.
<b>Outcomes</b>	<p>After the end of the training participants should be able:</p> <ul style="list-style-type: none"> <li>• To identify and recognize different effects of sexual violence in different areas of victims' lives <ul style="list-style-type: none"> <li>◦ Emotional: e.g. depression, anxiety, stress, repetitive thoughts, fears and phobias, emotional withdrawal, sleep problems</li> <li>◦ Physical: signs of physical violence</li> <li>◦ Sexual/reproductive: STDs, gynaecological infections, pregnancy</li> <li>◦ Social: unemployment, social withdrawal</li> </ul> </li> <li>• To be able to recognize Sexual Violence as possible cause behind such symptoms, when they are identified in a female domestic worker</li> </ul>
<b>Methodology</b>	<p><u><b>Discussion question: Sexual violence is known to have a number of short and long-term negative consequences on victims' lives and well-being, what are they and how to recognize them?</b></u></p> <p><u><b>Exercise:</b></u></p> <p>Divide participants into three groups. Ask each group to list the possible impact of sexual violence on three health-related dimensions (Group 1 - Mental Health; Group 2 - Physical Health; Group 3 - Sexual-reproductive health). Discuss the results in the group.</p> <p>Examples:</p>

One of the most frequently reported repercussions of sexual violence include sustained negative effects on physical and mental health, such as anxiety, stress, depression, sleep problems, exhaustion, nightmares, panic attacks. The repercussions on Sexual and Reproductive health, specifically, in cases of rape, may include Pregnancy, Childbirth and/or Abortion as well as vaginal injuries and Sexually Transmitted Diseases

**Discussion Question 2: What are the material repercussions of sexual violence?**

Sexual violence, especially in cases of severe or repeated assaults, is known to lead to psycho-somatic consequences, which, in turn, might have prolonged effects on victim's ability to concentrate, energy levels and productivity at work and family life. Thus, experiencing sexual violence may be translated into inability to work, losing one's job because of decreased productive, resulting in diminished income or even transition into poverty.

**Exercise "Chain Effect":**

Ask participants to put in a cause-effect order the following 'effects' of sexual violence (given below in a correct order) Examples:

Chain Effect 1: sexually violent act (harassment) - stress - anxiety - exhaustion - decreased work productivity - decrease or loss of work - financial loss

Chain Effect 2: sexually violent act (rape) - physical & psychological injury - vaginal injury - unwanted pregnancy - costs associated with pregnancy, childbirth and child-rearing - decreased work productivity - decrease or loss of work - financial loss

**Discussion Topic 3:**

Because of the social taboos surrounding sexuality and sexual violence, and because of often inadequate reactions made by society, media and authorities to acts of sexual violence, victims may experience isolation, feelings of shame, guilt and self-blame and prefer to cope with the

trauma on their own.

**Role -playing Activity:**

Divide participants in pairs, with one person playing the role of a domestic worker victim of sexual violence, and the other playing the role of the counsellor who provides help to victims. Ask the 'domestic worker' to explain why she finds it so difficult to talk about what happened, and the 'counsellor' trying to develop empathy and rapport in order to support the victim.

**Discussion Topic 4:**

**Secondary / Re- Victimization - what is it ?**

Secondary victimization broadly refers to the lack or inappropriateness of the reactions towards the survivors of sexual assault leading to feelings of re-victimization (Coxell & King, 2002).

Because of how sensitive the subject of sexual violence for the victim is, and because of misconceptions of this crime in media, society and sometimes even professionals, there is a high risk of a victim who discloses the assault to be re-victimised. Secondary victimization can be caused by any person or institution including family members, friends, neighbors, media, clergy, law enforcement officers, police, judges, social service workers and even mental health professionals. In many cases, victims who seek legal and medical assistance report feeling blamed or reluctant to seek further help. There are signs and ways to avoid secondary victimization.

**Exercise "Re-Write Her Story":**

- a) Distribute to participants a written copy of a case study with secondary victimization of a woman who experienced sexual violence.
- b) Ask participants to take notes of the 'signs' of re-victimisation and correct the story by providing alternatives scenarios that avoids revictimisation.
- c) Ask participants to read their stories

	<p>d) Discuss the causes and effects of re-victimisation.</p> <p><b><u>Example Case Study:</u></b></p> <p>A female migrant domestic worker who was sexually assaulted by her male employer decides to seek help and disclose the abuse at the local psychological support centre. A session is scheduled for her and a social worker is prepared to take record of her story and provide her with advice and support. A male interviewer is offered by the centre to assist her. While the woman is reporting the incident, there are other people present in the room, and the person conducting the interview is frequently interrupted by phone calls. Throughout the interview the woman is asked a lot of close-ended ("yes"/"no") questions and given little time to express her feelings and narrate the story. She is asked about the way she was dressed at the time the sexual assault took place, and whether she had given any signs to her employer as to her attraction to him prior to it. She is further asked to describe in details every element of the sexual assault.</p> <p>Remember: You are important. Your feelings matter. You don't have to cope on your own. Share.</p>
<p><b>Media and Resources</b></p>	<p>Slide show, Participatory discussion, Case Studies, Writing exercise.</p>



## MODULE TWO

### Responding to Sexual Violence

#### Rationale of Module Two

This module intends to impart knowledge which is directly related to the practical dimension of the event of sexual violence. This knowledge is needed in order for migrant women domestic workers to be able to take action following an event of sexual violence. Migrant women domestic workers need to be able to know their legal rights, organisations which are able to help women-victims, and also be aware of the pathways they will follow given specific actions (consequences). This module is related to what happens *after* a migrant women domestic worker has had experience of sexual violence and is intended to transfer factual information needed to promote empowerment on acting following the event.

This will be achieved through the following learning objectives:

- Have knowledge of the legal framework specific to sexual violence

The participants will become aware of the country's legal framework legislations relevant to the theme of sexual violence against domestic workers

- Have knowledge of local, public, governmental, NGOs and community services available working in the remit of sexual violence

The participants will be given information on all stakeholders in the specific countries which are involved with the target population on different levels (domestic workers, women, migrants) and which may provide support to migrant women domestic workers following sexual violence at domestic work

- Be aware of possible options for responding to sexual violence and be prepared of the consequences of these options

The participants will be informed of the different actions and pathways that may be followed after sexual violence at domestic work environments has taken place including the possible consequences of such actions

Please note that this module contains primarily factual information which relate to legislation and other frameworks relevant to domestic work and sexual violence, and information on sources of support that may be utilised by migrant women domestic workers. In this manual, the information reported is specific to the case of CYPRUS where the manual was developed and first piloted. It should be used as a guiding template and contents should be adjusted to reflect the resources available in the specific country where the training will be delivered. Examples of information cards prepared and used in the training and which may be taken away by participants are provided at the end of this module.

## TOPIC ONE: LEGAL FRAMEWORK SPECIFIC TO SEXUAL VIOLENCE

<b>Skills/Knowledge Description</b>	<p>The participants will gain knowledge of the country's relevant legislation in different areas of the national law (primarily labour, civil and criminal law) which address sexual violence among migrant domestic workers.</p>
<b>Outcomes</b>	<p>After the end of this session participants should be able:</p> <ol style="list-style-type: none"> <li>1. To understand the difference between national and international laws and regulations pertaining to sexual harassment and abuse</li> <li>2. To gain knowledge of the international and national legislation relevant to sexual violence against domestic workers <sup>2</sup> <ul style="list-style-type: none"> <li>• ILO Convention concerning Decent Work for Domestic Workers</li> <li>• Council of Europe Convention on the Elimination of Violence against Women, known as Istanbul Convention - which covers violence against migrant women</li> <li>• The Equal Treatment for Men and Women in Employment and Vocational Training Law of 2002 to 2009 (L.205 (I) / 2002)</li> <li>• Violence in the Family (Prevention and Protection of Victims Law) 2002 - 2004 (L.119(1)/2000 &amp; L.212 (1)/2004</li> <li>• Combating Trafficking and Exploitation of Human Beings and Protection of Victims Law (L.87(1/ 2007)</li> </ul> </li> </ol>

<sup>2</sup> PLEASE NOTE THAT ALL LEGISLATION, GUIDELINES AND SUPPORT RESOURCES DESCRIBED IN THE MODULE RELATED TO THE CASE OF THE REPUBLIC OF CYPRUS. CONTENTS SHOULD BE ADAPTED TO REFLECT THE RESOURCES AVAILABLE IN THE COUNTRY IN WHICH THE TRAINING WILL BE DELIVERED.

	<ul style="list-style-type: none"> <li>• Criminal Code CAP. 154 Rape</li> <li>• Criminal Code CAP. 154. Indecent assault on females</li> </ul> <ol style="list-style-type: none"> <li>3. To understand the national legal instruments of the country the domestic worker works in</li> <li>4. To understand the role of legislation instruments in protecting the individuals living in any country</li> <li>5. To gain understanding of the actors responsible/involved in the enforcement of the law and how these can be approached in cases of rights violations and abuse</li> </ol>
<b>Methodology</b>	<p>The aim of the topic is to increase knowledge; therefore knowledge-based techniques should be used. Three examples are given below, but the trainer may choose to use other similar techniques.</p> <p>The trainer presents the information through power-point presentations and provides participants with hand-outs and cards which contain this information using simple language. Then, the trainer introduces the cards to migrant domestic workers and applies the jigsaw technique to promote learning of the information. The jigsaw technique is a cooperative learning technique which encourages active learning, listening, engagement, and empathy in members of the learning process and in this way increases positive educational outcomes (Retrieved from <a href="http://www.jigsaw.org/overview.htm">www.jigsaw.org/overview.htm</a>). The steps to a jigsaw classroom are the following:</p> <ul style="list-style-type: none"> <li>• Divide trainees into 5- or 6- person jigsaw groups with as much diversity as possible in terms of ethnicity, race, employment background, experiences etc.</li> <li>• Divide the learning outcomes into 5-6 segments</li> <li>• Assign each trainee to learn one segment, giving enough time for trainees to get familiarised with the content without having to memorise it</li> <li>• Form temporary "expert groups" by having one trainee from each jigsaw group join other trainees assigned to the</li> </ul>

	<p>same segment.</p> <ul style="list-style-type: none"> <li>• Bring the trainees back into their jigsaw groups</li> <li>• Ask each trainee to present her or his segment to the group with other trainees asking questions and clarifications.</li> </ul> <p>This is an active learning exercise, where trainees take the form of trainers by having to teach one component of the curriculum to others.</p> <p>Other techniques</p> <ul style="list-style-type: none"> <li>• In the beginning of the training ask participants to write on a piece of paper what they know about the legal rights of migrant domestic workers in the participating country. These should be presented to the whole group and discussed by identifying similarities between the participants' answers and differences. Following the training participants should be asked to discuss in the group what they have learned. Participants should be asked to make scenarios of how they would use their new knowledge in their work with migrant domestic workers.</li> <li>• Participants should be asked to write down their own personal experiences with the national law affecting migrant domestic workers who have experienced sexual harassment or abuse and discuss in the group how the new knowledge they have acquired would lead to a different handling or approach to tackling the situation.</li> </ul>
<b>Media and Resources</b>	Hand-outs, cards

## TOPIC TWO: LOCAL, PUBLIC, GOVERNMENTAL, NGOS AND COMMUNITY SERVICES

<b>Skills/Knowledge Description</b>	<p>The participants will gain knowledge of the stakeholders who are involved with the target population on different levels (domestic workers, women, migrants) and who may provide support to women who experienced sexual violence at domestic work.</p>
<b>Outcomes</b>	<p>After the end of this session participants should have knowledge of the governmental and non-governmental resources available in the country of employment which deal with matters pertaining to sexual violence in the place of employment of migrant domestic workers, and the remit of each resource</p> <p style="text-align: center;"><u>Government departments</u></p> <ul style="list-style-type: none"> <li>○ Department of Labour, Ministry of Labour and Social Insurance <ul style="list-style-type: none"> <li>▪ District offices</li> </ul> </li> <li>○ Department of Migration, Ministry of Interior <ul style="list-style-type: none"> <li>▪ District police stations</li> </ul> </li> </ul> <p style="text-align: center;"><u>National governmental organisations/institutions</u></p> <ul style="list-style-type: none"> <li>• Equality Authority (Under the office of the Ombudsman)</li> <li>• National Machinery for Women's rights</li> </ul> <p style="text-align: center;"><u>National non-governmental organisations</u></p> <ul style="list-style-type: none"> <li>• Filipino National Workers Association (Cyprus).</li> <li>• KISA. Action for Equality, Support and Antiracism.</li> <li>• The Shelter for Victims of Sexual Exploitation.</li> <li>• Caritas.</li> </ul> <p style="text-align: center;"><u>Local community groups</u></p>

	<ul style="list-style-type: none"> <li>• Social Centre of St Joseph the Migrant, Holy Cross parish Nicosia</li> </ul> <p><u>Trade Unions</u></p> <ul style="list-style-type: none"> <li>• PEO migrant workers' bureau.</li> </ul> <p><u>Health care provision services following sexual violence</u></p> <ul style="list-style-type: none"> <li>• Cyprus Family Planning Association (NGO)</li> <li>• Centre for Communicable diseases, Makarios III Hospital, Nicosia (Public sector)</li> <li>• Gregorios Clinic, Larnaka</li> <li>• A&amp;E departments of public hospitals in all cities</li> </ul> <p><u>Web tool</u></p> <p><a href="http://domesticworkersupport.info">http://domesticworkersupport.info</a></p>
<b>Methodology</b>	<p>The aim of the topic is to increase knowledge; therefore knowledge-based techniques should be used. Three examples are given below, but the trainer may choose to use other similar techniques.</p> <p>The trainer presents the information through power-point presentations and provides participants with hand-outs and cards which contain this information using simple language. Then, the trainer introduces the cards to migrant domestic workers and applies the jigsaw technique to promote learning of the information. The jigsaw technique is a cooperative learning technique which encourages active learning, listening, engagement, and empathy in members of the learning process and in this way increases positive educational outcomes (Retrieved from <a href="http://www.jigsaw.org/overview.htm">www.jigsaw.org/overview.htm</a>). The steps to a jigsaw classroom are the following:</p> <ul style="list-style-type: none"> <li>• Divide trainees into 5- or 6- person jigsaw groups with as much diversity as possible in terms of ethnicity, race, employment background, experiences etc.</li> </ul>

- Divide the learning outcomes into 5-6 segments
- Assign each trainee to learn one segment, giving enough time for trainees to get familiarised with the content without having to memorise it
- Form temporary "expert groups" by having one trainee from each jigsaw group join other trainees assigned to the same segment.
- Bring the trainees back into their jigsaw groups
- Ask each trainee to present her or his segment to the group with other trainees asking questions and clarifications.

This is an active learning exercise, where trainees take the form of trainers by having to teach one component of the curriculum to others.

#### Other techniques

- In the beginning of the training ask participants to write on a piece of paper what they know about the governmental and non-governmental departments/organisations or other resources available to migrant domestic workers in the participating country to which migrant women domestic workers may turn to in the event of sexual harassment or abuse in the place of employment. These should be presented to the whole group and discussed by identifying similarities between the participants' answers and differences. Following the training participants should be asked to discuss in the group what they have learned. Participants should be asked to make scenarios of how they would use their new knowledge in their work with migrant domestic workers.
- Participants should be asked to write down their own personal experiences with coming into contact or trying to come into contact with organisations or department which might provide support to migrant domestic workers who have experienced sexual harassment or abuse in the place



	of employment and discuss in the group how the new knowledge they have acquired would lead to a different handling or approach to tackling the situation.
<b>Media and Resources</b>	Web tool, cards

### TOPIC THREE: POSSIBLE OPTIONS FOR RESPONDING TO SEXUAL VIOLENCE

<b>Skills/Knowledge Description</b>	<p>The participants will gain (a) knowledge of the actions that may be taken using the resources presented in the two previous topics and (b) skills in decision-making and planning their response strategy following sexual violence in domestic worker environments.</p>
<b>Outcomes</b>	<p>Following training on this topic participants should be able to describe the steps to pursuing the following actions:</p> <ul style="list-style-type: none"> <li>• Disclose sexual violence and make formal complaints.</li> <li>• Leave the house of employment (support sources providing accommodation)</li> <li>• Find new employment</li> <li>• Avoid deportation and becoming undocumented</li> <li>• What to do if migrant is undocumented</li> <li>• How to deal with staying in the house of the employer</li> <li>• Contact authorities to make a formal complaint (which authorities and how) <ul style="list-style-type: none"> <li>○ Contact the labour authorities</li> <li>○ Contact migration authorities</li> <li>○ Contact employment agencies</li> <li>○ Access healthcare services following sexual violence</li> <li>○ Contact embassies</li> <li>○ Contact NGOs/support agencies</li> </ul> </li> <li>• Access psychological and social support</li> <li>• Improve confidence in acting following the event of sexual</li> </ul>

	/violence
<b>Methodology</b>	<p><u>Exercise "provoking reflection":</u></p> <p>Get in pairs, tell your vis-à-vis "your most beautiful sexual experience" -&gt; stop the exercise before people really start to talk -&gt; Aim of exercise: To realise how difficult it is to talk about intimate/socially tabooed topics to people you don't know .</p> <ul style="list-style-type: none"> <li>* Collection of possible situations where sexual assaults might occur</li> <li>* Collection of possible reactions against sexual assaults - opt-out strategies</li> </ul> <p>The aim of this exercise is to give members the opportunity to think through cases of migrant domestic workers who are at a situation of sexual violence and consider the migrant women domestic workers' options for dealing with their circumstances as well as how they could go about resolving the situation.</p> <ol style="list-style-type: none"> <li>1. The trainer divides participants into groups of 2-4 members</li> <li>2. Hand out the prepared sheets of assignments to the field teams, with each group being allocated specific assignments. Each assignment includes a description of a case scenario of a migrant domestic worker who experiences sexual violence (see examples of exercises provided).</li> <li>3. Each group is asked to consider a specific strategy for dealing with the problem taking into consideration the circumstances of the domestic worker. Strategies can be specific for each group or can be left to choose their own. Each group needs to write down the actions and steps taken, thinking through subsequent steps and making a cognitive map of these steps.</li> <li>4. After each group has finished, each group presents their own map to the rest of the participants, and the trainer makes note of actions. Discussions take place of the similarities and differences between action maps and</li> </ol>

	<p>participants share their ideas and concerns with the group. Participants need to be able to think through and anticipate problems related to the chosen actions and how to deal with them, trying to cover all possible avenues for helping migrant domestic workers deal with sexual harassment/violence.</p>
<p><b>Media and Resources</b></p>	<p>Case scenarios, flip chart</p>

# Module 2

## *SET OF CARDS*

### *Responding to Sexual Violence*

### *International Conventions and Cypriot Legal Framework*

**Note:** this is a country specific sample. Each country needs to adapt its own information

***Which regulations (conventions) and laws exist which protect migrant domestic workers?***

Here you will find information on the laws and regulations that have been designed in order to protect migrant women domestic workers. You can find information on the laws and regulations which relate to (a) all countries (international conventions), (b) to EU member countries, and (c) legislative frameworks specific to the Republic of Cyprus.

## International and EU Conventions and Legal frameworks

**Name of Document: The Convention concerning Decent Work for Domestic Workers**

**Responsible Organisation: International Labour Organisation (ILO)**



**International Labour Organization**  
***"Promoting decent work for all"***

A convention is a set of agreed or generally accepted regulations, standards or norms, and ways of action.

The Convention concerning Decent Work for Domestic Workers has been prepared by the International Labour Organisation and was prepared with the aim of protecting the rights of domestic workers. It describes the conditions under which domestic workers should work, in a way that protects their rights, for example how many hours they may work each day, how many hours they need to rest, their right



to minimum salary, to decide themselves where they will live and also where to spend their annual leave and others.

The ILO wants as many governments as possible to apply the rules and regulations described in this document and also wants

(1) governments to make laws and policies according to this document,

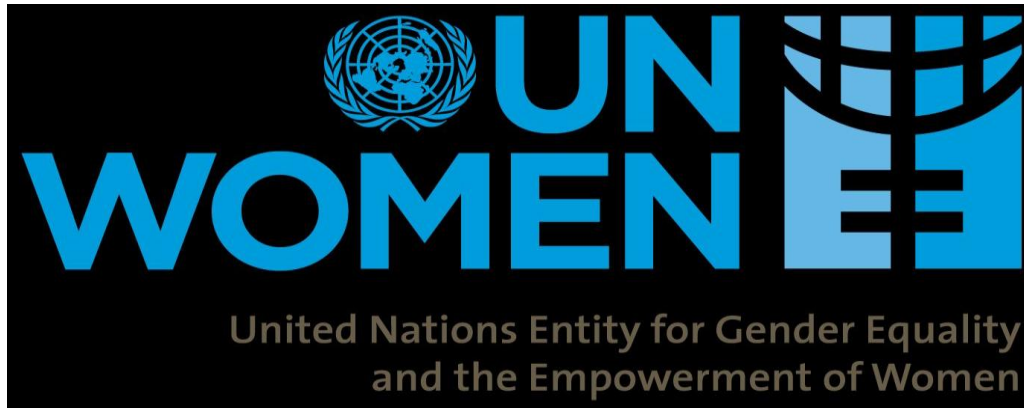
(2) countries to support their institutions to become able to apply these regulations,

(3) domestic workers and employers to organise and represent themselves

(4) to raise awareness in countries about the conditions of work of domestic workers and of the need to protect these women's rights.

**Name of Document: Convention for the Elimination of All Forms of Discrimination Against Women-CEDAW**

**Responsible Organisation: United Nations**



The Convention defines what discrimination against women is and sets up an agenda for national action to end discrimination. According to this Convention discrimination is:

“Any exclusion or restriction made on the basis of sex which impairs or aims to impair human rights and freedoms in the political, economic, social, cultural, civil or any other field”.

The General Recommendation No.19 that the Convention adopted in 1992 is about violence against women. According to it, gender-based violence that impairs women's human rights and freedoms is a discrimination.

These rights and freedoms include:

- a) The right to life
- b) The right not to be subjected to cruel, inhuman

treatment or punishment

- c) The right to equal protection in time of international or internal armed conflict
- d) The right to liberty and security of person
- e) The right to equal protection under the law
- f) The right to equality in the family
- g) The right to the highest standard attainable of physical and mental health
- h) The right to just and favourable conditions of work.

The Convention applies to violence perpetrated by public authorities. Such acts of violence may breach that State's obligations under general international human rights law and under other conventions, in addition to breaching this Convention.

Countries that have ratified or acceded to the Convention are legally bound to put its provisions into practice. They are also committed to submit national reports, at least every four years, on measures they have taken to comply with their treaty obligations.

Name of Document: Declaration on the Elimination of Violence Against Women (1993)

Responsible Organisation: United Nations



This document (resolution) is often seen as complementary to the previous convention (CEDAW). It gives a clear definition of violence against women as any act of gender-based violence that results in, or is likely to result in, physical, sexual or psychological harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life.

It also holds that violence against women shall be

understood to include, but not be limited to, the following:

(a) Physical, sexual and psychological violence occurring in the family, including battering, sexual abuse of female children in the household, dowry-related violence, marital rape, female genital mutilation and other traditional practices harmful to women, non-spousal violence and violence related to exploitation

(b) Physical, sexual and psychological violence occurring within the general community, including rape, sexual abuse, sexual harassment at work, in educational institutions and elsewhere, trafficking in women and forced prostitution

(c) Physical, sexual and psychological violence perpetrated or condoned by the State, wherever it occurs.

Name of Document: The Council of Europe Convention on preventing and combating violence against women and domestic violence (Istanbul Convention)

Responsible Organisation: The Council of Europe



This document presents rules and ways of action which aim to prevent and fight violence against women and domestic violence. Countries and institutions could sign their agreement to follow these suggestions and rules and so far 36 countries have signed this document. If countries sign then it is against the law if they do not follow its direction because this document is legally-binding. Cyprus has not signed this yet.

This document describes how any type of violence against women is against human rights and a form of discrimination. It also describes behaviours which can be thought of as violence against women:

- Psychological violence (for example threatening women,

verbal abuse)

- Stalking (giving too much attention to a person, attention that is not wanted by the specific individual like following around, calling, texting etc)
- Physical violence (hitting women)
- Sexual violence including rape
- Forced marriage (forcing women to get married to an individual they do not want to marry)
- Female genital mutilation
- Forced abortion (forcing women to abort a foetus)
- Forced sterilisation (forcing women to have medical interventions to make them unable to have children)

It describes on prevention, protection, prosecution, and services. Countries ratifying must also establish services such as hotlines, shelters, medical services, counselling, and legal aid (has not been ratified by Cyprus yet)

## **Republic of Cyprus legislation**



Name of law: Violence in the Family (Prevention and Protection of Victims Law) 2002 - 2004 (L.119(1)/2000 & L.212 (1)/2004

According to this law violence includes any act or behavior that causes physical, sexual or mental injury to any member of the family and includes violence used for the purpose of having sexual intercourse against the victim's will.

According to this law (article 2), member of the family includes any person who lives with any of the following members: parents, children, grandparents and grandchildren. Thus, domestic workers who live in their employers' house (live in workers) are considered to be members of the family.

"It is



**Name of law: The Equal Treatment for Men and Women in Employment and Vocational Training Law of 2002 to 2009 (L. 205(I)/2002)**

According to this law, employment means the provision of work or services, with payment, on the basis of an individual contract or work relationship or other individual contract or relationship, governed either by private or public law, in any sector or branch of activity, private or public. Labour dispute means any dispute resulting from the implementation of this law

Gender Discrimination means every direct or indirect discrimination, including sexual harassment

Article 12: prohibits any act, either isolated or repeated which constitutes sexual harassment. Also, it prohibits any direct or indirect unfair treatment of a person on the grounds that he or she has reported sexual harassment and ensures the protection of this persons from the employer.

This law targets discrimination of workers at their place of work, and one aspect of this law is sexual harassment. This law makes sexual harassment against all workers, including migrant domestic workers illegal. If a domestic worker has been the victim of sexual harassment at the house where she works, then according to this law the individual who behaved in sexually inappropriate ways can be taken to court.

**Name of law:** Preventing and Combating Trafficking in Human Beings and Exploitation and Protecting its Victims Law (L.60(1)/2014)

This law protects people from being taken advantage of in any way, including sexual exploitation.

Sexual exploitation means:

(a) forcing a person into prostitution or into participating in pornographic performances

(b) importing or recruiting a person into prostitution or organizing or directing a person into prostitution or into participating in pornographic performances;

(c) engaging in sexual activities with a person, where (i) the other person does not want to and is forced (ii) abuse is made of a recognized position of trust, authority or influence over the person

If a woman is forced to be involved in any behaviours, including sexual behaviours which she does not agree with, for example taking photographs of her or filming her in actions of a sexual nature, forcing her to have sex or sexual behaviours when she does not want to, then this law may be used to take the perpetrator(s) to court.

**Name of Document: Criminal Code CAP. 154 Rape**

A Criminal code is a document that contains offences which are recognised in the court as penalties.

According to the Criminal Code any person who forces another person to have sex without agreement is guilty of rape (Sex with no consent).

**Criminal Code CAP. 154. Indecent assault on females**

Any person who indecently assaults any female is guilty. Indecent assault is any type of sexual behaviour or act (except rape) with a woman who does not want to have sexual contact.

**Name of Document: Labour Law**

According to this law, any direct or indirect discrimination or harassment is prohibited. Sexual harassment at work is considered as discriminatory and is expressly prohibited.

**Where can I go to make a complaint?**

**Where can I go to report sexual  
harassment or abuse?**

**Where can I go to ask for help?**

Here you will find information about governmental, non-governmental and community organisations and groups which can help women, and the addresses and contact details of these groups and organisations.

## **National Governmental Services**



## **Equality Authority**

### **What does it do?**

This is independent authority that exists as part of the Office of the Commissioner for Administration - Ombudsman. The people who work here investigate complaints made by individuals whose rights have not been respected by public services and public servants. This office makes investigations about the complaint and at the end of the investigation writes a report about their conclusions. This report also includes recommendations about how the specific service should work in order to respect and protect the rights of individuals. Complaints made to the Equality Authority do not normally go to the police or to court.

### **Who can complain?**

Any person, association, club, trade union, political party or other organized group

All people can make a complaint even if they are not Cypriot.

### **About which services can I complaint?**

Public services: Ministries, Departments and Services

The public educational service

The Police

The National Guard

Electricity Authority of Cyprus

Cyprus Telecommunications Authority

Cyprus Ports Authority

Cyprus Broadcasting Corporation

Municipalities and Community Councils

### **Where do I go to make a complaint?**

**Visit the Equality Authority at:**

**Era House, 2, Diagorou street, 1097 Nicosia Cyprus**

**Call the Equality Authority: (+357)22 405507**

**Send a fax: (+357)22 672881**

**Visit the Authority's website: [www.no-discrimination.gov.cy](http://www.no-discrimination.gov.cy)**

**E-mail the Equality Authority: [equality@ombudsman.gov.cy](mailto:equality@ombudsman.gov.cy)**

**What times is the Equality authority open?**

**The offices are open between 8am-3pm**

## **Labour Office**

**What does it do?**

The Office receives complains regarding any violations of the terms and conditions of employment given from foreign workers.

**Who and about what can someone complain?**

Any person Cypriot or non-Cypriot who has problems relating to

the violation to Labour/ Employers rights.

### **Labour Offices in Cyprus**

- Nicosia District Labour Office

**Visit the Office at:** 3 Mousiou str. Nicosia

**Call :** +35722 403000,

**Send a fax:**+35722873170

**Visit the Office's website:**

<http://www.mlsi.gov.cy/mlsi/dl/dl.nsf>

[dmldistricten/dmldistricten](#)

- Limassol District Labour Office

**Call :** +35725 827350,

**Send a fax:** +35725306526

**Visit the Office at:** 80 Franklin Roosevelt Avenue

Social Insurance Building, 2nd floor Limassol

- Paphos District Labour Office

**Call :** +35726 821658,

**Send a fax:** +35726 821670

**Visit the Office at:** 1, Ayiou Spyridonos str, 8021  
Paphos

- Larnaca (and Famagusta) District Labour Office

**Call :** +35724 805312,

**Send a fax:** +35724 304532

**Visit the Office at:** Philios Tsigarides Street Social  
Insurance Building Larnaca

- Free Famagusta Area Local Labour Office

**Call :** +35723 812052,

**Send a fax:** +35723 30465

**Visit the Office at:** 49 Acropoleos  
Street 5380 Dherynia

## **Trade Unions**

### **PEO migrant workers' bureau**

#### **What does it do?**

Offers services relevant for domestic migrant workers exposed to sexual violence/harassment such as: legal advice, legal representation, information provision, counselling referral services, help lines, and education

#### **Who and about what can someone complain?**

Any migrant worker who is facing problems in the workplace or needs legal advice and help in general

**Visit the webpage:** <http://www.peo.org.cy/en/>

**Call :** Tel: +35722866400

## **Non-Governmental Organisations**

**The Association for the Prevention and Handling of  
Violence in the Family**

**Domestic Violence Crisis Centre**

**Call: 1440 (free of charge)**

**What services can one get?**

The Association runs a shelter for women victims of domestic violence and offers counselling and support.

## **Filipino National Workers Association (Cyprus)**

### **What does it do?**

Raising money to help Filipino workers and in some cases providing temporary asylum premises to sexually harassed migrant female domestic workers

### **Who and about what can someone refer to it?**

Filipino domestic workers who need help on issues of violence and harassment

**Call : +357 99584237**

## **KISA. Action for Equality, Support and Antiracism**

### **What does it do?**

The organisation offers social services, information and advocacy with regards to migrants' rights.

### **Who and about what can someone go there?**

Any migrant and asylum seeker who has problems

**Visit Kisa at :** Migrant and Refugee Center, Nicosia 48, Arsenoes Street, Nicosia 1010

### **Visit the webpage:**

<http://www.kisa.org.cy/EN/contacts/index.html>

**Call:** +357-22-878181

### **What times is KISA open?**

The offices are open between 8am-5pm



## **CARITAS Cyprus central office**

### **What does it do?**

The organisations offers psychosocial and legal services to people who are in need

**Visit Caritas at :** Address: 8, Saint Maron Street, Flat 4, Pafos Gate, Nicosia, 1010, Cyprus.

**Call:** 22662606

**Send a Fax:** 22662656

**E-mail:** [administration@caritascyprus.com](mailto:administration@caritascyprus.com)

## **Stigma organisation for protection of victims of sexual abuse and exploitation**

### **What does it do?**

The organisation is dedicated to the protection of victims of sexual abuse and exploitation and offers psychosocial services and shelter

### **Who can go there?**

Victims of sexual abuse

**Call:** +357 25003171

**Send a fax:** +357 2003172

**Emergency line:** +357 99867171

**Send an email :** [opvsaestigma@gmail.com](mailto:opvsaestigma@gmail.com)

## Other resources

### Web tool

This web tool is designed to help migrant domestic workers find useful information and help when dealing with sexual harassment and violence

Access it online: <http://womenabuse.esolutions.>

## **MODULE THREE**

### **Increasing Capacity for Protection Against Sexual Violence**

#### **Rationale for Module Three**

This module is intended to transfer knowledge and skills related to the *protection* of migrant women domestic workers and prevention of sexual violence. The aim of this module is to promote empowerment among migrant women domestic workers and increase their capacity to be able to protect themselves against the event of sexual violence. The goal is to make migrant women domestic workers aware of environmental factors which increase vulnerability and strategies that might be implemented to protect migrant women domestic workers.

Learning objectives:

- Environmental factors of vulnerability

Participants will be given information on potential environmental factors which might place migrant women domestic workers at a vulnerable position, with a focus on migrant domestic workers, and act as risk factors for sexual violence at domestic work

- Increasing awareness for self-protection

Understand the importance of self-protection, within the context of sexual violence and in general of public health

- Increasing empowerment and skills for self-protection

Participants will become aware and given information on possible strategies that may reduce the risk of sexual violence at domestic work, and protective behaviours when at immediate risk with the ultimate aim of promoting empowerment and developing skills for self-protection

## TOPIC ONE: ENVIRONMENTAL FACTORS OF VULNERABILITY

<b>Skills/Knowledge Description</b>	<p>Participants will be given information on potential environmental factors which might place migrant women domestic workers at a vulnerable position, with a focus on migrant domestic workers, and act as risk factors for sexual violence at domestic work.</p>
<b>Outcomes</b>	<p>Following training on this topic participants should be able to:</p> <ol style="list-style-type: none"> <li>Describe possible environmental and individual factors that might place migrant female domestic workers at a vulnerable position and act as risk factors. The following are factors which have emerged through CommunAid and are specific to this population: <ul style="list-style-type: none"> <li><b>Macro</b> <ul style="list-style-type: none"> <li>Country specific legislation regarding sexual violence, rights of migrants, rights of female domestic workers, rights of migrant female domestic workers</li> <li>Conditions specified in Employment contract</li> <li>Country specific policy specific to migrant female domestic workers e.g. recruitment, contractual obligations, connection between residence &amp; work permit, mobility within DW sector</li> <li>Country policies regarding sexual violence e.g. ease of reporting, prosecution</li> </ul> </li> <li><b>Mezzo</b> <ul style="list-style-type: none"> <li>Societal perceptions towards domestic work, traditional gender roles, migrants, female domestic workers, migrant female domestic workers</li> <li>Employer attitudes towards female migrant domestic workers</li> <li>Institutional discrimination and racism - relevant attributes: ethnicity, gender, employment</li> </ul> </li> <li><b>Micro</b> <ul style="list-style-type: none"> <li>Being a migrant</li> <li>Being a woman</li> <li>Legal Status (fear of losing job/ fear of being arrested and deported)</li> <li>Living conditions</li> <li>In-Live VS Out-Live status of DW (one of the biggest</li> </ul> </li> </ul> </li> </ol>

	<p>risk factors)</p> <ul style="list-style-type: none"> <li>• Location (isolated / rural locations hamper DW access to social networks and community services which are usually available in big cities)</li> <li>• Economic position</li> <li>• Ease of access to resources, including social support</li> <li>• Individual perceptions about gender roles</li> <li>• Individual perceptions about sexual violence</li> <li>• Language</li> <li>• Integration into new society</li> <li>• Degree of involvement in DW or Ethnic networks and communities</li> <li>• Knowledge of legislation, rights and other information important for guiding decision-making and actions</li> </ul>
<b>Methodology</b>	<ol style="list-style-type: none"> <li>1. The trainer asks participants to brainstorm on possible risk factors which might place female migrant domestic workers at an increased risk for sexual violence. The Trainer records thoughts on a chart, summarises and encourages discussion.</li> <li>2. The trainer presents the information through power-point presentations and provides participants with hand-outs and cards which contain this information using simple language. Then, the trainer introduces the cards to participants and applies the jigsaw technique to promote learning of the information. The jigsaw technique is a cooperative learning technique which encourages active learning, listening, engagement, and empathy in members of the learning process and in this way increases positive educational outcomes (Retrieved from <a href="http://www.jigsaw.org/overview.htm">www.jigsaw.org/overview.htm</a>). The steps to a jigsaw classroom are the following: <ul style="list-style-type: none"> <li>• Divide trainees into 5- or 6- person jigsaw groups with as much diversity as possible in terms of ethnicity, race, employment background, experiences etc.</li> <li>• Divide the learning outcomes into 5-6 segments</li> <li>• Assign each trainee to learn one segment, giving enough time for trainees to get familiarised with the content</li> </ul> </li> </ol>

	<p>without having to memorise it</p> <ul style="list-style-type: none"> <li>• Form temporary "expert groups" by having one trainee from each jigsaw group join other trainees assigned to the same segment.</li> <li>• Bring the trainees back into their jigsaw groups</li> <li>• Ask each trainee to present her or his segment to the group with other trainees asking questions and clarifications.</li> </ul> <p>This is an active learning exercise, where trainees take the form of trainers by having to teach one component of the curriculum to others.</p>
<b>Media and Resources</b>	<p><b>Movies:</b></p> <p>Domestica (2012) Brazil, Dir. Gabriel Mascaro</p> <p>The Maid (2009) Chile, Dir. Sebastian Silva</p> <p>Short Films:</p> <p>Antislavery International,</p> <p><a href="http://www.anti-slaveryinternational.org/english/campaigns/home_alone/films_on_domestic_work.aspx">http://www.anti-slaveryinternational.org/english/campaigns/home_alone/films_on_domestic_work.aspx</a></p> <p>Costly Dream, Susan Meiselas, Human Rights Watch, <a href="http://www.hrw.org/en/features/costly-dream">http://www.hrw.org/en/features/costly-dream</a></p> <p>Dignity Overdue, decent work for domestic workers, <a href="https://www.youtube.com/watch?v=8SgDeLRHg40">https://www.youtube.com/watch?v=8SgDeLRHg40</a></p> <p>UK: Domestic Workers Trapped and Abused, <a href="https://www.youtube.com/watch?v=_ddQPiIgzzg">https://www.youtube.com/watch?v=_ddQPiIgzzg</a></p>

YouTube short clips by AntiSlaveryInt

<https://www.youtube.com/channel/UCwouNW3xLD5LnVODdPNOg7w>

Women's Aid Organization

Migrant Domestic Workers Abuse

[http://www.eeas.europa.eu/eueom/missions/index\\_en.htm](http://www.eeas.europa.eu/eueom/missions/index_en.htm)



## TOPIC TWO: INCREASING AWARENESS FOR SELF-PROTECTION

<b>Skills/Knowledge Description</b>	<p>Understand the importance of self-protection, within the context of sexual violence and of public health. Participants will be given information on and become aware about possible strategies that may reduce the risk of sexual violence at domestic work, and protective behaviours when at immediate risk with the ultimate aim of promoting empowerment and developing skills for self-protection.</p>
<b>Outcomes</b>	<p>Following training on this topic participants should be able to:</p> <ol style="list-style-type: none"> <li>1. Describe the importance of self-protection against sexual violence <ul style="list-style-type: none"> <li>• Evidence shows that all women can become victims of sexual violence</li> <li>• Being able to defend oneself is vital for protection</li> <li>• Avoiding any attack is better than attempting to survive one</li> </ul> </li> <li>2. Describe actions for self-protection <p>Knowledge-related</p> <ul style="list-style-type: none"> <li>• Clear understanding of what constitutes sexual violence</li> <li>• Clear understanding of international and country-specific legislation and policies related to sexual violence and protection of women</li> <li>• Knowledge of resources available close to them e.g. police station, NGOs, etc.</li> <li>• Knowledge of how to access help and support</li> </ul> <p>Skills/actions-related</p> <ul style="list-style-type: none"> <li>• Being able to identify all forms of sexual harassment when they come across it</li> <li>• Being able to communicate clearly their stance and wishes towards the behaviour exhibited by the perpetrator</li> <li>• Being empowered to ask for help through access to resources</li> <li>• Being empowered to ask for increased privacy from employer</li> <li>• Locking bedroom and bathroom door</li> </ul> </li> </ol>

	<ul style="list-style-type: none"> <li>• Trusting one's instinct and avoid trust on individuals who might not appear trustworthy</li> </ul> <p>3. What is informed consent</p>
<b>Methodology</b>	<p><b><u>Exercise: Playing Detective</u></b></p> <p>In order for migrant women domestic workers to be able to protect themselves, they need to make assessments about the safety of their environment. The aim of this exercise is to raise awareness of the importance of astutely observing an environment; the degree we make inferences from limited data; and the difference between observation and inference.</p> <p>The trainer asks participants to state all the things they know about the trainer (e.g. where they come from, if they are married, if they have children, where they work etc.). These are listed on flipcharts by participants.</p> <p>After these are collected, the trainer then asks the group to generate what they have deduced about the trainer so far, and records them on a separate list. The trainer then asks the group to comment. During debriefing the following questions may be asked:</p> <ul style="list-style-type: none"> <li>• Are any of these more like inferences rather than facts?</li> <li>• Are any of the facts more like inferences?</li> <li>• Why did the observations differ among group members?</li> <li>• Why are first impressions often inaccurate?</li> <li>• How can we improve upon our observation and inference skills?</li> </ul> <p>The trainer should then direct the group toward a series of points such as the following:</p> <ul style="list-style-type: none"> <li>• The group knew more about the trainer than any one person did (i.e. more facts were already available than there were first believed to be)</li> <li>• Careful attention to our surroundings can help us learn to acquire (or recognise) more data than we might otherwise have</li> </ul>

	<ul style="list-style-type: none"> <li>• We often infer a lot about people from very limited first impressions; these inferences may not be valid until examined</li> <li>• We often act upon our inferences, but believe we are acting on the basis of facts</li> <li>• The processes of making accurate observations and astute inferences are quite different, and should be consciously separated in our minds.</li> </ul> <p>This exercise can be adapted by asking a migrant participant (following discussion and consent of the individual) to take the part of the trainer in this exercise, or of an employer and ask the group to make inferences about this individual. In this way the exercise can also help to address stereotypes and cognitive schemata.</p> <p><b>Role playing:</b></p> <ol style="list-style-type: none"> <li>1. in couples the group are asked to adopt the roles of migrant domestic worker and employer, and negotiate actions which will increase the safety of the domestic worker e.g. increased privacy, locks, etc.</li> <li>2. Using the same background, the couple role-play negotiations following identification of sexual violence</li> </ol>
<b>Media and Resources</b>	<p><b>A free guide to women's self-defence and self-protection</b></p> <p><a href="http://www.datehookup.com/content-a-free-guide-to-womens-self-defense-and-self-protection.htm">http://www.datehookup.com/content-a-free-guide-to-womens-self-defense-and-self-protection.htm</a></p>

# PART TWO

## **Module Four: Trainer Skills**

- Topic One: Communication Skills
- Topic Two: Principles of Health Promotion and Community Programme Delivery
- Topic Three: Networking and Collaborations

## MODULE FOUR (TTT)

### Trainer Skills

#### Rationale for Module Four

This module accompanies the previous core learning modules and incorporates skills and knowledge relevant to the trainer. The aim is to provide trainers with the necessary skills to enable them to transfer knowledge and skills to other migrant women domestic workers, increase their communication skills and give them knowledge needed for working in a public health community level.

Learning objectives:

- Communication skills

The participants learn basic communication skills which will enable them to communicate more effectively with others, express clearly their thoughts emotions and needs, develop empathy skills and active listening skills to discuss sensitive issues, and be able to engage in supportive empowering communication with the target population

- Principles of health promotion community programme delivery

Participants become aware and obtain knowledge of the principles of community health promotion, capacity-building programmes in the community, and obtain skills needed for the delivery of such programmes

- Networking and collaborations

Participants become aware of the importance of collaboration for dealing with and preventing sexual violence at domestic work between individuals, organisations, services and also the barriers to collaboration.

## TOPIC ONE: COMMUNICATION SKILLS

<b>Skills/Knowledge Description</b>	<p>The participants will learn basic communication skills which will enable them to communicate more effectively with others, express clearly their thoughts emotions and needs, develop empathy skills and active listening skills to discuss sensitive issues, and be able to engage in supportive empowering communication with the target population.</p>
<b>Outcomes</b>	<p>Following training on communication skills participants need to be able to:</p> <ul style="list-style-type: none"> <li>• Describe why communications skills are important for community trainers</li> <li>• Describe the communication difficulties and barriers that may arise during a training session</li> <li>• Describe ways to deal with communication difficulties and barriers during a training session</li> <li>• Apply skills of active listening</li> <li>• Apply skills necessary for effective facilitation of a group session</li> <li>• Apply skills for effective communication of ideas, thoughts and emotions</li> <li>• Apply skills for effectively dealing with a sensitive situation in a culturally and situation-specific competent manner during a group or one-to-one situation</li> <li>• Apply communication skills and techniques for raising awareness and self-development when thinking of sensitive issues, especially the issues related with gender-based violence among learners</li> </ul>
<b>Methodology</b>	<p><b><u>Introductory exercise to communication skills</u></b></p> <p>The facilitator divides participants into small groups and</p>

	<p>provides each group with a flip chart and a marker and asks them to answer the following questions in their groups:</p> <ul style="list-style-type: none"> <li>• Why do women migrate abroad?</li> <li>• What are the reasons women migrate to work as domestic workers?</li> <li>• From which backgrounds to women come to the job of domestic work?</li> <li>• What characteristics are shared by women and in which characteristics women might be different?</li> <li>• Can you think of the problems faced by migrant women domestic workers who might be victims of sexual harassment or violence?</li> <li>• What might be the communication problems faced by a trainer trying to support migrant women domestic workers victims of sexual harassment or violence?</li> <li>• How would you try to approach migrant women domestic workers (a) individually and (b) in groups when trying to provide support as a trainer?</li> </ul> <p>After 7-8 minutes the facilitator asks a representative from each group to share their answers.</p> <p>The facilitator summarises answers from brainstorming on a flipchart and then leads a discussion on the common misconceptions about communication and possible barriers that might stand in the way of effective communication.</p> <p>Presentation of basic principles of verbal and non-verbal communication</p> <ul style="list-style-type: none"> <li>• <b>Exercises to facilitate identification of emotions</b></li> </ul> <p>Emotions role play 3</p>
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Materials needed: emotions cards.

Instructions:

People may often minimise or try and hide how they are feeling. This is understandable and can be for many reasons. But it is often crucial to be able to understand emotions if you are trying to demonstrate empathy with an individual and help them move on from a difficult situation. We will now do a small game to see if you can identify main emotions that migrant women domestic workers might be feeling.

Will need a volunteer for this exercise.

The volunteer needs to read the emotion that is written on this card and without using verbal communication act out this emotion to the rest of the group, just through non-verbal communication. The group participants then need to shout out and guess which emotion you are demonstrating.

(Make sure that only non-verbal styles of communication are used. Give the group time to guess. Once a person has guessed correctly ask them to come out and demonstrate the next emotion. Continue this until all have been completed.)

1. Happiness
2. Sadness
3. Boredom
4. Surprise
5. Anger



6. Disgust
7. Fear
8. Shyness
9. Worry
10. Confusion

As a specialist it is important to be attentive to your clients' emotions and respond appropriately.

- **Exercise " an effective communications model"**

Present the communication model to participants and explain how it works (Handout X). Explain that this model illustrates how effective communication works and how it can be achieved. Go through the four steps shown in the model. Start with the SENDER and point out that the first step in the communications process involves the SENDER sending the message to the RECEIVER. Explain that even at this early step in the process many problems can occur. For instance, the message may not be clearly communicated by the SENDER. This could be a function of the SENDER's communication skills or even the effort that this person puts forth to communicate clearly.

The second step involves the RECEIVER both hearing and responding to the message. There can be problems with both. The RECEIVER may not be able to clearly hear the message for any number of reasons, including distracting sounds or competition for his or her attention.

Ask participants to divide in couples and role play this model with one participant playing the role of the professional and the other the role of the female domestic worker.

	<b>Other exercises</b> <ul style="list-style-type: none"> <li>• Good communication and Bad communication role plays</li> <li>• Exercise " I know you believe you understood"</li> <li>• "listening dilemma"</li> </ul>
<b>Media and Resources</b>	Garber "50 communications activities, icebreakers and exercises"

## TOPIC TWO: PRINCIPLES OF HEALTH PROMOTION

### COMMUNITY PROGRAMME DELIVERY

<b>Skills/Knowledge Description</b>	Participants become aware and obtain knowledge of the principles of community health promotion and participatory community training, capacity-building programmes in the community, and obtain skills needed for the delivery of such programmes. Participants will gain understanding of what is health promotion and education, participatory community training, basic principles of designing, delivering and evaluating training programmes and be able to apply these in the context of sexual health and gender-based violence prevention.
<b>Outcomes</b>	Following this learning participants need to be able to: <ol style="list-style-type: none"><li>1. Describe what is health promotion and education</li><li>2. Describe what is participatory community training</li><li>3. Describe what is empowering, capacity building health education</li><li>4. Describe the learning characteristics and learning behaviours of adult learners</li><li>5. Identify the key roles of adult educators</li><li>6. Describe the importance of identifying the training needs and learning objectives of a community health education programme</li><li>7. Describe the key issues involved when working with minority communities</li><li>8. Describe the key issues involved when working with stakeholders</li><li>9. Describe the difference between knowledge-based, skills based and awareness generating learning sessions</li></ol>

	<p>10. Describe methods that may be used depending on the learning focus of the session</p> <p>11. Describe key techniques, materials and resources that may be used to transfer learning during a training session according to the characteristics of the learners</p> <p>12. Possess skills in using a variety of methods, techniques, materials and resources</p> <p>13. Put in practice self-development techniques of understanding self and self-development</p> <p>Describe basic principles of training evaluation</p>
<b>Methodology</b>	<p>The trainer presents the information through power-point presentations and provides participants with hand-outs and cards which contain this information. Then, the trainer introduces the cards to participants and applies the jigsaw technique to promote learning of the information. The jigsaw technique is a cooperative learning technique which encourages active learning, listening, engagement, and empathy in members of the learning process and in this way increases positive educational outcomes (Retrieved from <a href="http://www.jigsaw.org/overview.htm">www.jigsaw.org/overview.htm</a>). The steps to a jigsaw classroom are the following:</p> <ul style="list-style-type: none"> <li>• Divide trainees into 5- or 6- person jigsaw groups with as much diversity as possible in terms of ethnicity, race, employment background, experiences etc.</li> <li>• Divide the learning outcomes into 5-6 segments</li> <li>• Assign each trainee to learn one segment, giving enough time for trainees to get familiarised with the content without having to memorise it</li> <li>• Form temporary "expert groups" by having one trainee from each jigsaw group join other trainees assigned to the same segment.</li> </ul>

	<ul style="list-style-type: none"> <li>• Bring the trainees back into their jigsaw groups</li> <li>• Ask each trainee to present her or his segment to the group with other trainees asking questions and clarifications.</li> </ul> <p>This is an active learning exercise, where trainees take the form of trainers by having to teach one component of the curriculum to others.</p> <p>At the end of the exercise ask participants within their groups to plan out a training session with migrant domestic workers using the knowledge they have shared.</p>
<b>Media and Resources</b>	<p>National Youth Health Program (2000)  <a href="http://www.drugs.ie/resourcesfiles/guides/Youth_Health_Promotion_Manual.pdf">http://www.drugs.ie/resourcesfiles/guides/Youth_Health_Promotion_Manual.pdf</a></p> <p>Taking Action against Violence and Discrimination Affecting Migrant Women and Girls  <a href="http://www.iom.int/jahia/webdav/site/myjahiasite/shared/s">http://www.iom.int/jahia/webdav/site/myjahiasite/shared/s</a>  <a href="http://www.iom.int/jahia/webdav/site/myjahiasite/shared/s">hared/</a>  <a href="http://www.iom.int/jahia/webdav/site/myjahiasite/shared/s">mainsite/published_docs/brochures_and_info_sheets</a>  <a href="http://www.iom.int/jahia/webdav/site/myjahiasite/shared/s">/violence_against_migrant_women_factsheet.pdf</a></p>

### TOPIC THREE: NETWORKING AND COLLABORATIONS

<b>Skills/Knowledge Description</b>	Participants become aware of the importance of collaboration for dealing with and preventing sexual violence at domestic work between individuals, organisations, services and also the barriers to collaboration.
<b>Outcomes</b>	<p>By the end of the training session participants need to be able to:</p> <ul style="list-style-type: none"> <li>• Describe the meaning of networking and collaboration</li> <li>• Identify the forces (policies, culture, individuals, organisations, services etc.) which affect or impede on the participants' or their institution's achievement of purpose</li> <li>• Identify and map out the working relationships with other institutions/ individuals for supporting female migrant domestic workers</li> <li>• Identify potential barriers to providing support and increasing capacity of female migrant domestic workers, especially barriers specific to networks</li> <li>• Map out steps to networking and collaboration with identified partners to promote support and capacity among migrant domestic workers</li> </ul>
<b>Methodology</b>	<ul style="list-style-type: none"> <li>• The trainer provides participants with a flipchart, markers, pens and paper. Participants are asked to form groups with participants working in the same or in a similar organisation according to area of service provision.</li> <li>• Participants are asked to map out their plans for networking and collaboration according to the following categories:</li> <li>• Stakeholder (identify the stakeholders which are of importance to supporting migrant domestic workers)</li> <li>• Role in supporting migrant domestic workers (the organisation's individual role)</li> </ul>

	<ul style="list-style-type: none"> <li>• Potential impact</li> <li>• What does the participants' organisation/group expect from this stakeholder in terms of collaboration?</li> <li>• Perceived attitudes and/or risks of this stakeholders towards supporting migrant domestic workers</li> <li>• Plans to promoting communication and networking with this stakeholder (e.g. meetings, nature of involvement)</li> <li>• Participants present their plans to the groups and discuss.</li> </ul>
<b>Media and Resources</b>	<b>Flipcharts, markers, pens, paper</b>

## APPENDICES

1. Sample Evaluation form

2. Country-specific material:

*Greece*



## Sample Evaluation Form

*This is a sample evaluation questionnaire that can be used at the end of each training*

### TRAIN-THE-TRAINERS WORKSHOP

### EVALUATION QUESTIONNAIRE

Dear Participant,

Thank you for taking part in this Train-the-Trainer two-day workshop. In order to help the organisers improve the process and content of this workshop, please take five minutes to answer as honestly as possible the following questions.

1. How informed were you about the aims of the workshop? (1=not informed at all-5=very well informed)

1                      2                      3                      4                      5

2. How informed were you about the content of the workshop? (1=not informed at all-5=very well informed)

1                      2                      3                      4                      5

3. Overall, how satisfied are you by this workshop? (1= not satisfied at all - 5=very satisfied)

1                      2                      3                      4                      5

4. Did the workshop meet your expectations in terms of the topics it covered?

Yes

No

If no, why?

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5. Did the workshop achieve the programme objectives?

Yes

No

If no, why?

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6. Which topics or aspects of the workshop did you find most interesting or useful?

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7. Which topics or aspects of the workshop did you find least interesting or useful?

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8. How easy was it to follow the training delivered e.g. language, materials (1= very difficult-5=very easy)

1

2

3

4

5

9. Knowledge and information gained from participation at this workshop:

Met your expectations	Yes	No	Somehow
Will be useful/applicable in my work	Definitely	Mostly	Somehow
Not at all			

10. How do you think the workshop could have been made more effective?

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11. Please comment on the organization of the event (from 1 = insufficient to 5= excellent)

1      2              3              4              5

12. Please comment on the trainers of the event (from 1 = insufficient to 5= excellent)

1      2              3              4              5

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13. Comments and suggestions (including activities or initiatives you think would be useful, for the future)

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Further comments or suggestions

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**THANK YOU!**



# Country Specific Material

## GREECE

### MODULE TWO

#### Description of sexual violence

What does the law say?

Sexual violence" is any sexual act, attempt to obtain a sexual act, unwanted sexual comments or advances, or acts to traffic, or otherwise directed, against a person's sexuality using coercion, by any person regardless of their relationship to the victim, in any setting, including but not limited to home and work.

WHO, (2002). World report on violence and health. Geneva

#### Sexual harassment

Unwanted behavior of sexual nature or any other behavior established on gender discrimination and harms men's and women's integrity at the work place is defined as sexual harassment. It includes three dimensions: it refers to unwanted behavior, decisions and creates a working environment which is hostile or humiliating for the person targeted with the behavior.

*Fitzerland, L., Gelfand, M. & Prasgow, K. (1995). Measuring Sexual Violence: Theoretical and Psychometric Advances. Basic and Applied Social Psychology, Volume 17; Issue 4; pp 425-445*

Sexual harassment consists an infringement of 3896/ΦΕΚ 207/8.12.2010 law about "Implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation. Sexual harassment is defined as discrimination in employment based to gender. The employer can be charged and prosecuted for harassing his employees.

**What is reproductive health?**

Reproductive health implies that people are able to have a responsible, satisfying and safe sex life and that they have the capability to reproduce and the freedom to decide if, when and how often to do so.

Implicit in this are the right of men and women to be informed of and to have access to safe, effective, affordable and acceptable methods of fertility regulation of their choice, and the right of access to appropriate health care services that will enable women to go safely through pregnancy and childbirth and provide couples with the best chance of having a healthy infant.

### **What is sexual health?**

«... Sexual health is a state of physical, mental and social well-being in relation to sexuality. It requires a positive and respectful approach to sexuality and sexual relationships, as well as the possibility of having pleasurable and safe sexual experiences, free of coercion, discrimination and violence. In order for sexual health to exist for everyone, sexual rights of all people must be respected, protected and active.

(WHO, 2006)

## **12 Sexual and Reproductive Rights as defined by the IPPF:**

- 1.The Right to Life**, which means, among other, that no woman's life should be put under threat because of a pregnancy.
- 2. The Right to Freedom and Safety\***, which acknowledges that no person should go under amputation of female reproductive organs, forced pregnancy, sterilization, or abortion.
- 3.The Right to Equality and Freedom from any Form of Discrimination**, which also includes discrimination based one's sexual and reproductive choice
- 4.The Right to Private Life**, which means that all health care service for sexual and reproductive care owe to be confidential, and all women have the right to decide autonomously for their reproductive choices.
- 5.The Right for Free Thought**, which includes freedom from restraining interpretation of religious scripts, beliefs, philosophies and traditions, as means for undermining the freedom of thought in relation to sexual and reproductive health care and other issues.
- 6.The Right to Information and Education**, in relation to sexual and reproductive health for all people including access to detailed information concerning benefits, dangers, and efficacy of all methods of regulating fertility so decisions can be made based on full, free-willed and informed consent
- 7.The Right to Marry or Not and Creating a Calculated Family.**
- 8.The Right to Decide If and When You Will have Children**
- 9.The Right to Care and Protect One's Health**, which includes the right to as good as possible quality treatment and care and the right to be free from traditional harmful customs.
- 10.The Right to Scientific Advances' Benefits**, which includes the right to users of sexual and reproductive health care settings to have access to the latest technologies of the field which are safe, effective and acceptable.
- 11.The Right Free Congregation and Political Participation**, which includes the right of all people to request to influence communities and governments to prioritize sexual and reproductive health and rights.
- 12. The Right to be Released from Torture and Abuse**, which includes the right of all women, men and young people to be protected from violence, sexual exploitation and abuse.

## Legislation

Sexual harassment constitutes a violation of law 3896/FEK 207/8.12.2010 regarding the "Application of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation". Sexual harassment is defined as employment of discrimination due to gender. Employer can be charged for staff harassment.

The Law provides that:

Legal entities and associations (e.g. associations and organizations) may, under the consent of the victim of discrimination, exercise an appeal on behalf of the victim's name on his defense before the competent judicial or administrative authority. Based on this law, the employer should prove that there was no sexual harassment or any other violation of the Act. The obligation of proof applies to any legal procedure before of any competent authority, e.g. the Ombudsman or the Labour Inspectorate. It applies to any kind of professional status.

The Ombudsman as an independent authority, responsible for monitoring and promoting the implementation of the principle of equal opportunities and equal treatment of men and women in employment and occupation issues, has acquired under the law of 2010 expanded mission and deals with pending cases before courts or judicial authorities until the first hearing.

The law gives the employee the right to demand compensation based on the Article 16 and to demand administrative and criminal penalties for violation of the principle of equal treatment. In case of violation of the law that prohibits sex discrimination full compensation may be claimed. The compensation will cover the material and moral damage and any other consequential damage. Jurisdiction to hear such disputes shall be the courts in the process of labor disputes.

## Residence permit for employment

Paid/ depended employment is the employment provided to a steady employer for a predetermined or indefinite period on payment of salary under the supervision and control of the employer, who shall determine the place and time of the employment. Employment under more than one employer and domestic work are included in the category of depended labor. Further information (Link)...



Primary residence permit for employment.

Application form in duplicate.

3 recent coloured photographs in physical form, the technical specifications are the same as those of passports, as applicable, and in digital form in an optical storage disc (CD) format graphics JPEG2000.

Photocopy of the passport or travel document legally recognized by the Greek State.

Type D Visa or residence permit.

Health Certificate from Greek state hospital confirming that the applicant does not suffer from any disease which, in accordance with international standards and the World Health Organization (WHO) may be a risk for public health.

Fee in duplicate Type B receipt Form from the service receiving the application, in accordance with the provisions of paragraphs 1 and 2 of Article 92 of Law 3386/05.

Certified copy of employment contract stamped with the original signature of the employer, indicating that his/her payment is equal to the monthly salary of an unskilled laborer, as defined by each National General Collective Labour Agreement, as well as the employment period or a solemn declaration of the employer authenticated by a public service, stating that the payment of the worker is equal to the monthly salary of an unskilled laborer, as defined by each National General Collective Labour Agreement and the employment period.

Confirmation that an application to the health insurance institution has been submitted regarding hospital, medical and accident expenses.

Renewal of residence permit for employment.

Application form in duplicate.

Three recent colored photos in physical form, the technical specifications are the same as those of passports, as applicable, and in digital form in an optical storage disc (CD) format graphics JPEG2000.

Photocopy of all pages of the passport.

Certified copy of previous residence permit only if the permit is not attached on the passport.

Fee in the form of Type B duplicate receipt from the service submitting the application , in accordance with the provisions of paragraphs 1 and 2 of Article 92 of Law 3386 / 05.

A certified copy of the employment contract stamped with the original signature of the employer of public service, from which it is clear that the fee is equal to the monthly salary of an unskilled worker as defined by the National General Collective Labour Agreement and the employment time period, or a declaration of the employer authenticated by the signature of a public service, stating that the payment of the worker is equal to the monthly salary of an unskilled laborer, as defined by each National General Collective Labour Agreement. In case of an employment contract of indefinite period, a copy accompanied by an affirmation of employer certified the authenticity of the signature of a public service stating that the contract is in force is needed. Excluded from the obligation of contract presentation are the: a) persons employed in agricultural work, b) builders, c) private nurses d) staff working in the employer's home and e) seasonal workers in the hotel and catering businesses receiving unemployment allowance.

Certificate from the relevant social security agency which indicates the number of working days and the period of insurance or any other relevant document which shows the number identification of the insured person

Evidence in the case of documented abstinence from work.

Proof of tax obligations' fulfillment.

Labor Legislation for domestic and household staff:

Household/ Domestic Employees

According to the document of the Ministry of Labour: Domestic employees are those persons working under an employment contract providing their services primarily to serve household or personal needs of the employer, of his family members or others. Their secondary involvement in tasks that are relevant with employers' profession, exercised at home, does not affect their status as household employees.

Who is considered to be a domestic Employee

When Domestic Employees are living and fed in employers' residence, they are qualified as domestic household employees. Due to the specialized nature of the services offered by the employees and the specific circumstances in which they working at.

They do not apply at special provisions for:

working time limit,

overtime and surplus labor

working on Sundays and holidays ,

working during nights

The following are applied:

the provision of paid leave

allowances for holidays,

compensation for termination of employment contract

It is noted that:

All kind of employees mentioned above are entitled under current legislation to redundancy payment. (Eph. Ath 1349-1304, Eph. Ath.648/97, Eph. Ath.7809/2003 etc).

Authorization of staff governed by private law with the provisions of Law 539/45 as amended by the provisions of article 1 of Law 3302/2004.

With the paragraph § c of the PD 376/71 alone, the above settings for the provision of leave are extended to the domestic staff as well.

Further each employee, along with the right to days off, is entitled to paid leave (Article 3, para.16 N.4504/1966). The right to leave allowance is considered as an aftermath of the right to leave provision.

Consequently, as stated above, the domestic staff belongs to the same category, and thus, is entitled to leave provision and leave allowance.

#### Fees and Insurance

Regarding the payment and health insurance of home employees who are under dependent employment, related information is provided by No. 68/9-9-2011 circular of the Social Security Organization (IKA), which refers to the new way of remuneration and payment of their insurance contributions, through a labor ticket. The labor ticket arrangements' do not eliminate the already existed regulations of labor law.

#### **Notification procedures for individual employment contracts**

According to the Presidential Decree 156/1994, it is the "Employer's obligation to inform employees of the conditions applicable to the contract or employment relationship" (Gov.102 / A), which applies to all employees associated with the employer's contract or relationship

employment (Article 1 paragraph 2). The employer must inform the employee the essential terms of the contract or employment relationship (Article 2 § 1). The information includes the following : a) the identification of the parties, b) the place of employment , the place of business or the residence address of the employer , c ) the specialization of the employee, the employee's grade, the category of his/her occupation as well as the duties of his/her work, d) the date when the contract became effective or the employment relationship and duration, if it is predetermined, e) the duration of paid holiday that the employee is entitled to and the manner and time of its provision, f) the amount of compensation that has been set as well as the deadlines that must be respected by both the employer and employee, according to the current law, in the event that the contract is terminated, z ) any kind of remuneration the worker is entitled to and the periodicity of payment, h) the daily and weekly timetable, i) an indication of the collective arrangement which applies and sets minimum pay and working conditions of the employee (Article 2 Paragraph 2). This Decree shall not apply to employees whose total period of employment will not exceed one month. In the Article 3 of the Presidential Decree explanation are provided the information on the terms of Article 2, namely in paragraph 1 is stated that no later than two months from the commencement of employment and to those already employed two months from the entry into force of this Decree, a written contract or other document should be provided by the employer which will include all conditions mentioned in the article information. In addition to the Article 5 paragraph 1, the following are defined: "any change of information referred to the Article 2 Paragraph 2 and Article 4, the employer must draft the relevant document and deliver it to the employee no later than one month after the change is made.

## Module 2

*Responding to sexual violence and abuse*

*International conventions and Legal Frameworks*

*SET OF CARDS*

ALL INFORMATION OF MODULE TWO WAS PRESENTED AND PROVIDED WITH HAND  
OUTS

Where can I go to make a complaint?

Where can I go to report sexual harassment or abuse?

Where can I go to ask for help?

## Help lines (SOS lines, Police, Ambulance)

SOS Line 15900

General Secretariat for Gender Equality (GSIF)

E-mail: [sos15900@isotita.gr](mailto:sos15900@isotita.gr)

Website: [www.isotita.gr](http://www.isotita.gr) [www.womensos.gr](http://www.womensos.gr)

The SOS 15900 Line is a service of the General Secretariat for Gender Equality (GSIF) nationwide that enables women victims of violence or a third person to contact directly with stakeholders working against gender based violence. The line is staffed by psychologists and sociologists who provide direct assistance in emergency and urgent occurrences of violence 24 hours a day, 365 days a year. Women have also the possibility of electronic communication through the e-mail: [sos15900@isotita.gr](mailto:sos15900@isotita.gr).

It address at women who:

- suffer physical abuse
- suffering mental, emotional or verbal abuse
- suffering economic violence
- who have suffered rape or attempted rape
- who have been victims of prostitution or trafficking
- who have experienced sexual harassment at work, in social space or in the family

And at:

- citizens and stakeholders in order to be informed about issues related to preventing and combating violence against women

There is also provided:

- Information on gender issues
- Psychosocial counseling at people experiencing violent incidents (against women) which require immediate psychological and social support.
- Guidance to Shelters/Guesthouses, to Counseling Centres against Violence, to Health Services.

#### Counselors:

- provide counseling services demonstrating empathy and relief to women.
- Keep confidential records
- Encourage women to overcome their isolation, to understand that they are not alone and that they are not responsible for the violence suffered
- Those services aim at the empowerment of women to regain their self-esteem so as to take their own lives in their own hands.

"Hope" Hotline: 801 11 16000

#### **Union of Women Members Associations of Heraklion Prefecture**

"Shelter for Abused Women and Children "

56 Meramvelou st., Heraklion Crete

Tel: 2810.242.121

E-mail: info@kakopoiisi.com

Website: www.kakopoiisi.gr

SOS line " Beside You" 800 11 8888 1

Greek Network of Women in Europe

[http://assosgreek.blogspot.gr/2011/06/blog-post\\_21.html](http://assosgreek.blogspot.gr/2011/06/blog-post_21.html)

#### Police

100: Telephone number for immediate police intervention throughout country.

Every citizen can communicate immediately with police officers through text messages (SMS) to 100, for free.

1033: Telephone conduct with all the police departments in Attica and connectivity to the Call Center (100) of all the prefectures of the country.

112:

In any country of the European Union in case assistance is needed (such as police, fire department, and ambulance) dial 112.

Calling from a landline or mobile phone, payphone, coin- telephone is free. The 112 is operating within the scope of any mobile network, even when your network

does not work in a particular location, your call will be covered from another network.

You can still call even if there is no SIM card in your mobile.

National Center for Instant Help (EKAB) 166

in case you are calling for an ambulance please Indicate:

- The phone number which you are calling from
- The exact location (street, tel. number, etc.)
- Type and severity of the incident
- Data on victims ( e.g.: number, sex, age )
- Identify any risks or difficulties in approaching the scene



## **Women's Shelters/ Accommodation**

Guesthouses for " Abused Woman and Child " were created to accommodate women along with their children who have suffered any form of violence; psychological , financial , sexual, physical. It provides women the opportunity to be hosted as long as it needed and to be protected with their children during a crisis.

They can also be informed of their rights, to be supported by specialized staff and ultimately be in position of making decisions of their own, regarding their lives.

In case of emergency you may address to the following places:

Heraklion

**Union of Women Members Associations of Heraklion Prefecture**

Hope Hotline : 801 11 1600 0

"Guest House for Abused Women and Children "

Mirabello 56 , Heraklion Crete

Tel : 2810.242.121

E-mail: ksenona@hotmail.com

Website: [www.kakopoiisi.gr](http://www.kakopoiisi.gr)

Guesthouse for Abused Women and Children (ongoing operation ) NSRF programme

Tel : 2810360616

(There are also, nineteen ( 19) hospice for women - victims of violence and their children that will be created in the Municipalities of Agrinio , Athens , Acharnon , Volos , Heraklion ( Crete ) , Thessaloniki , Ioannina , Corfu , Kozani , Komotini , Kordelio- Evosmos , Lamia , Larissa , Lesvos , Patra , Piraeus , Rhodes, Tripoli and Chania).

Athens

(Archdiocese)

Guesthouse for abused Women, WELFARE,  
tel: 210-86. 95. 039, 800 11 37 777 (toll free), Fax 210-86. 20. 066.  
[www.solidarity.gr](http://www.solidarity.gr).

Shelters for abused women in Piraeus Municipality accept women with their children.

For information on accommodation in the shelters you can contact:  
15900 or with the Social Service of the municipality.

Shelters for abused women in Aharnon Guesthouse accept adult women with their children

Philadelphia & Bosda , Axarnes , Attiki ( Social Service )  
Tel : 213.20.72.473, 213.20.72.456

Thessaloniki  
' PHOEBE ' Advisory Service , Shelter  
Thessaloniki 22 155 62 Cholargos  
Tel 210 6521500  
Fax: 210 65 25 750  
E-mail: foivi@otenet.gr

Guesthouse for Women - Victims of Violence Municipality of Thessaloniki,  
accepts women with children ( 0-16 years)  
Monastiriou 53-55 , Thessaloniki ( Social Service )  
Tel : 2310.509.012

Women's Shelter - Support Centre for Abused Women Open: Mon - Fri 9:00  
to 17:00  
38 Egnatia street , Thessaloniki  
Tel : 2310.551.041  
E-mail: info@katafygiogynaikas.org  
Website: [www.katafygiogynaikas.org](http://www.katafygiogynaikas.org)

## Ioannina

Shelter for abused women of Ioannina accept women with children ( 0-18 years)  
Averof 6, Ioannina ( 2nd floor, office 9)  
Tel : 26510.01.049

## Lamia

Shelters for abused women, Municipality of Lamia. It accepts adult women with their children  
For information on accommodation in the hostel you can contact:  
15900 , the Counseling Center Women Lamia or Social Service

## Rhodes

Shelter for abused women of Rhodes it accept adult women with their children  
Red Cross 12A , Rhodes , Dodecanese ( Social Service )  
Tel : 22410.44.750 , 22410.44.757

## Church

Solidarity , tel 210-86 . 95. 039 800 11 37  
SOLIDARITY (NGOs Church of Greece) . Agia Zoni 96 PC 112 56 Athens , tel 210-86.95.038 (40), Fax 210-86.20.025.  
<http://www.cathecclesia.gr/hellas/index.php/2008-03-19-22-02-01/2008-03-19-22-02-54/2008-03-19-22-06-53.html>

