

LIFE COACHING AND MENTORING GUIDE

For female survivors
of gender based
violence



NEW START 

The 'NEW START' logo is located in the bottom right corner. It consists of the words 'NEW START' in a bold, white, sans-serif font, followed by a stylized white icon of a person with arms raised, and a white triangle pointing to the right.





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Introduction

New Start is one of the European projects as part of the General Programme 'Fundamental Rights and Justice' within the Programme "Daphne III" (AGREEMENT NUMBER -JUST/2013/DAP/AG/5325).

The aim of the project is the implementation of life coaching and mentoring empowerment for women for a New Start.

This NEW START guide explains the rationale behind the development of a toolkit of training materials. It **explains how best** to use the guide to tailor training to the needs of female survivors of gender based violence.

We have designed the NEW START Toolkit to be used by

1. Life-coaches/ Personal Development Facilitators and Mentors who are directly engaged in training
2. Programme Developers for Projects or Services directed to assisting survivors of gender based violence
3. Other relevant stakeholders

This toolkit is built around the development and delivery of life coaching and mentoring sessions to victims of gender violence. It forms part of the Transnational Guide for **Life Coaching** and **Mentoring** that can be transferred to other organisations. Two innovative methodologies are used in this project, namely, life coaching and mentoring. The life coaching tools improve women's self-esteem and self-confidence and the mentoring tools on entrepreneurship and employability will help the women become independent, by helping them to either, re-enter the labour market or to become self-employed and entrepreneurial. This dual approach can be summarised as 'Personal Development, Professional Development'.

NEW START comprises a partnership of seven relevant institutions from seven European countries (Belgium, France, Greece, Ireland, Italy, Romania and Spain). These institutions help and provide specialist support and training to women victims of gender-based violence. Further information about the partners is shown in the following table.

European Partner Organisation Region, Country	Specialist Support Provided
Women's Institute Asturias, Spain	Gender policy development and implementation of programmes tackling violence against women.
Dimitra Larissa, Greece	Education and development programmes supporting equal opportunities for men, women, disabled, underprivileged, sensitive groups and young people.
Le Monde des Possibles Liege, Belgium	Supporting and implementing action programmes against discriminations related to migrants, women and unemployed people.
Coopérative Sud Concept Corsica, France	Vocational training and EU project management
SMRDA South Muntenia, Romania	Regional policy development and implementation of programmes to alleviate economic and social imbalances through entrepreneurship and labour market activation.
Hinck's Centre for Entrepreneurship, Cork Institute of Technology Cork, Ireland	Entrepreneurship programme development, delivery and evaluation. Leader in the area of female entrepreneurship.
Promidea Calabria, Italy	Vocational training for the unemployed, for women and immigrants, and coaching and mentoring for disadvantaged people, especially through the management of work experiences programmes.

The New Start partnership particularly thanks all women that have participated in the mentoring and coaching sessions. This manual would not have been possible without their generous participation and input.

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Each partner developed the material for their own service users and so the different approaches that were taken reflect the breadth and scale of the problem of gender-based violence. Some are actively engaged at the point of intervention and some are working at the outreach or postvention stage where the women are not living in a crisis situation any longer and have already done some training in the area of personal development. This NEW START training is envisioned to help women who are not in a crisis stage. Some of the partners worked with the women on a one-to-one basis and some worked with groups and some provided a mix of training. **One key aspect of the training provided was that it reflected and addressed the needs of the women being trained, whatever stage of the recovery and empowerment process they happened to be at.**

Profiling and Training Needs

European context for the domestic abuse on women

An examination of the national context for each partner in the NEW START project reveals that gender-based violence features in each country. All countries make efforts to combat this problem and reduction of this problem is a declared goal of the EU institutions and all EU Member States. The European Institute for Gender Equality (EIGE) recognizes that gender-based violence plays a role in women's equality. In particular, it notes that evidence in the form of comparable and harmonized data on gender-based violence is crucial for informed decision-making in the area. A systematic comparison of the prevalence of gender-based violence within the 28 countries in the EU (EU-28) is rarely possible.

At European level, thousands of women are being abused every year. The main causes of violence, according to the conclusions of the Euro barometer report on Domestic Violence against Women, are alcohol and drug addiction, poverty, social exclusion and unemployment. However, any woman can experience gender based abuse and education,

status or wealth are not a protection. Any woman, no matter what part of the world she lives, if she is physically, sexually or psychologically abused, will most likely suffer from: isolation, loss of self-confidence, taking on the blame and the shame of what is happening, an inability to work, loss of wages, lack of participation in normal activities, and a limited ability to care for themselves and their children. Gender-violence also has serious negative effects on the children of women who are victims of this abuse.

An examination of each national context of the NEW START partners highlighted the fact that the statistics in each country are very alarming. A brief summary statement for each partner country is given:

Spain

Between 1 January 2003 and 31 December 2014, there were 753 fatalities due to gender-based violence. The annual average is 65.8 and the monthly average is 5.5 women murdered. Between 2010/2012 there were 65,000 cases of domestic violence. Only in 20% of the cases was a penal prosecution against the aggressor started.

France

121 women were killed by their current or former life partner in 2013.

Romania

In the last 7 years, 800 women were killed by their husbands or partners. Victims of intimate-partner violence accounted for nearly 20% of all homicides recorded in the country during the same year. Every year, one out of 10 women is a victim of domestic violence.

Greece

According to the survey on violence against women conducted by The European Union Agency for Fundamental Rights, about a quarter of women have experienced either physical or sexual violence since the age of 15.

Belgium

According to a 2010 survey on the prevalence of violence, nearly 13% women ages 20-49 in Belgium have experienced physical violence in their lifetime. National crime statistics on domestic violence show a total of 57,122 cases of domestic violence, 45,148 of which were related to intimate partner violence.

Italy

There are two different aspects of the phenomenon of gender violence: sexual traffic and exploitation mainly affecting immigrant women and domestic violence experienced by both Italian and immigrant women.

Spain

73% of women victims of gender violence have children who have been exposed to violence also. 54% declared that their children had been abused too. Both direct mistreatment and the witnessing of violence against their mothers, have strong emotional impacts on boys and girls, which undermines their health and affects their development.

Ireland

Over 12,500 people annually - 9,448 women with 3,068 children - received support and/or accommodation from a domestic violence service. A massive 4,831 requests for refuge could not be met because the refuge was full - that's 14 unmet requests for refuge every day. Only between 8% and 12% of women report the crime they have experienced to a domestic violence service. (SAFE IRELAND, 2016)

Dimensions of Gender-based Violence

Gender-based violence includes different types of violence, such as: domestic violence, sexual harassment, rape, sexual violence during conflict and harmful customary or traditional practices, such as, female genital mutilation, forced marriages and honour crimes; trafficking in women, forced prostitution and violations of human rights in armed conflict; forced sterilization, forced abortion, coercive use of contraceptives, female infanticide and prenatal sex selection. Survivors of such abuse are often further victimised by the system. Front line services, such as policing, legal and medical service providers are often lacking in understanding and awareness of the problems. This can lead to subsequent institutional discrimination or re-victimisation.

The first point of contact can determine the trajectory of subsequent circumstances for women either towards or away from "the shame and secrecy" of abuse (SAFE Ireland 2015). The two part programme of NEW START begins with life-coaching training to re-establish self-esteem and self-efficacy and ends with modules that aim to develop confidence in the women to consider going back to work or even to undertake entrepreneurial activities. The Istanbul Convention (Article 18(3) explanatory notes) states that survivors of gender-based violence need a sense of control over their lives which includes financial security and economic independence.

"To flourish in the longer term, survivors and their children require fair and equal access to the same nurturing interpersonal, social and economic conditions that determine the social and emotional well-being of us all" (SAFE Ireland 2015).

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The European Union Agency for Fundamental Rights (FRA) conducted a survey (2014) on violence against women. Based on interviews with 42,000 women, aged 18-74 from across the European Union, it is considered to be the biggest survey conducted on the topic. The survey concluded that the issue can no longer be considered a “private business” but is rather a hideous truth concerning the whole of European society. The women answered survey questions about their experience of physical, sexual and psychological abuse, including domestic violence. One in three European women has experienced physical and/or sexual violence and abuse since the age of 15. That corresponds to 62 million women. Other essential conclusions of the survey show that: 22% of the respondents have experienced physical and/or sexual violence by a partner and 55% of women have been sexually harassed. Another striking finding was that 67% of the respondents did not report the most serious incidents of partner violence to the police or any other organisation.

National strategies have been developed to decrease this phenomenon in many countries, including, France, Belgium and Ireland. Ireland is one of the countries that are taking strong measures to help women suffering from any type of gender based violence. It has more than 35 programs which provide education and training opportunities. In France, 66 million Euro has been allocated to fund plans to reduce gender based violence and shelters will be specially designed to welcome female victims of domestic violence and offer them counselling and practical help. A serious problem for the authorities in every country is the fact that victims are likely to retract complaints because of the role that intimidation and manipulation often plays in domestic abuse.

In conclusion, every EU country has different ways of helping the victims of gender based violence. Intervention measures include shelters, day centres where victims of violence can receive help, support and counselling centres, programmes for reintegration and help lines. Among the member countries,

there is much variety in the contexts for the supports provided.

These training materials are designed to be generic so that they fit to most situations and they should be adapted, as necessary, to fit the exact context and sensitivity requirements of the training being provided, e.g. asylum or immigrant status, language or literacy difficulties, multicultural or ethnic minority contexts etc. They are intentionally generic to allow the individual needs of each woman receiving the training to be met.

Information for Trainers

This information is intended for trainers who work with women who have overcome or are overcoming the effects of gender-based violence (GBV). Any intervention with women who have been victims of domestic violence must necessarily consider the definition of domestic violence. When we talk about violence, we mean a form of violence which is socially constructed. It includes all forms of psychological abuse, sexual exploitation and physical abuse to which women may be subjected.

Gender-based violence is rooted in a patriarchal social system and in the need of some men to control women. Recognising the existence of these violent demonstrations and their root causes is essential to enable a better understanding of the problem and thus, to lead to better support for the victims. This type of violence is bound to the notion of gender, and occurs due to the social and subjective differences between the sexes (Velázquez, 2006).

A variety of explanations and descriptions have been proposed to explain the existence of gender-based violence. Amongst the most developed frameworks for gender-based violence is one that proposes a model called Coercive Control. **Coercive Control** describes a type of emotional abuse that may, or may not, be accompanied by physical violence, but that has

devastating effects on women. It can cause them to question their own ability to think, to plan and to defend themselves. Any type of abuse undermines confidence in oneself. But, when abuse is inflicted by someone who is in a position of trust, the effects are deeper. This explains some of the difficulties that adult women face when seeking to break their relationship with an abusive partner. (Fontanil et al, 2003). According to Kelly and Johnson (2008), the most common type of violence encountered by women who attend public support institutions (e.g. shelters, courts, hospitals and police) is emotional violence, as more than 80% reported suffering emotional violence. And more important, the existence of such abuse is associated with a higher risk of murder when the survivor tries to break the abusive relationship, even where there has been no physical aggression shown.

According to the coercive control model of gender-based violence, women are immersed in a violent interactive planned system, characterised by the violent partner adopting a number of strategies to control a victim in all aspects of her life. These strategies include:

- **Continuous devaluation of the woman**, blaming her for everything, embarrassing her in front of others, calling her crazy, accusing her of lying and forcing her to take actions that are against her will
- **Denial of material and human resources**: no access to money, disconnecting electricity or telephone, even restricting access to food
- **Threatening violence**: screaming, breaking objects, attacking pets, hitting walls. Such actions aim to induce or maintain a fear of being attacked
- **Isolation from family and friends**: criticising anybody who might provide support, preventing social meetings or isolating them within the partner's family

Such strategies undermine women's confidence and create difficulties for them to think and feel independently. They promote self-blame and can lead to a sense of paralysis. Due to this isolation, abused women are unlikely to ask for help at times of crisis, they have difficulty in accepting any alternative view of themselves and the aggressor becomes the only person available.

Pence and Paymar (1993) in their model, **The Wheel of Power and Control**, describe three major strategies that aggressors may use. These coincide in many respects with the strategies described by the coercive control model described earlier (Evan Stark, Lisa Fontes): They include:

- **Submission induced by fear**: fear is induced using threats and physical attacks, using the children and threatening to report the woman to social services, threats to beat or even kill the children, also discrediting the woman in front of her children. This becomes even more common after separation has occurred.
- **Low self-esteem**: created or sustained through insults, humiliation and convincing her that she is intellectually incompetent or stupid. These strategies culminate in a profound disorientation, which makes women think that this incompetence is manifest in all the areas of her life. The victim ends up feeling that nobody likes her and that her only option is to remain with the aggressor. Imprisonment in the situation: by blocking access to financial resources, boycotting any work outside the home, by isolating the woman from friends and family.

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Such abuser strategies make it all the more important to work on financial empowerment of women. Continuous emotional abuse and coercive control leads to many negative symptoms such as:

- **Continuous fear:** not being able to predict when and why she will be attacked or criticised
- **Confusion:** unable to think clearly or trust her own judgement
- **Paralysis:** linked to the above; when a woman is unable to think the chances of her reacting to change her situation are less. It also means that she is unable to see and choose between options available; this leads to paralysis which usually leads the victim to decide not to do anything and to endure her situation while complying in the hope of avoiding the attacks (physical or verbal)
- **Anger:** In the face of the difficulties in finding a solution and at the lack of verification of injustice in which they live. This usually occurs when the victim begins to think about separation from the aggressor and it is more pronounced when separation is achieved.
- **Embarrassment:** related to negative social judgement. The survivors are criticised for being unable to leave or for putting up with the abusive relationship.
- **Health problems:** often, experiencing violence is associated with health problems. These problems may be more or less pronounced, depending on the abusive situation and the length of time the situation has been endured.

Apart from a lifecycle perspective, women who decide to initiate a separation or stand up to a tradition imposed by their relations or community of origin must confront a series of tasks or obstacles. All of these tasks must be addressed at once, despite the survivor being in poor physical and mental condition due to the abuse. These tasks can include the following:

- Emotional recovery (for the woman and/or their children)
- Tasks associated with caring for her family (usually without much support)
- Building a new social network and re-establishing severed ties with family
- Entry or re-entry into working life or otherwise obtaining the financial means for survival. The negotiation of issues relating to divorce particularly in relation to assets and access to the children
- Overcoming the weight of guilt and social pressures. These are sometimes so overpowering and unbearable that the only way out for the woman is to flee to another city or even country, to seek refuge and distance from the social pressures.

The negative effects described above can persist for some time after the break-up and women will recover better when they receive support to underpin positive changes. This support may come from their family and from their social network, but also from the professional sphere, and from the different public resources offering help and assistance.

The information above serves to illustrate the situation and experiences of women who have suffered or are suffering emotional abuse and/or physical abuse. Generally, both forms of abuse co-exist. Emotional abuse can turn people into helpless beings. Some authors compare them to young children who are completely dependent on their carers or in this case abusers. However, some women who are abused are highly educated and have successful careers. In choosing to leave an abusive situation, these women have more financial options available to them than someone who has no independent access for finance.

These negative effects raise an important point for professionals who have to intervene with women survivors. It is very difficult to help someone who has low self-esteem and confidence and who appears unable to regain control of their own life challenges. It is vital that professionals are aware of

the effects of the situation on the women they are helping. They must avoid falling into the same kind of strategies that have been used by the abuser. For example: criticising the victim because she has not separated from her abuser; or giving orders to the woman as this only prolongs the period of non-decision making; or continuous monitoring and asking her to report back on what she is doing which relates to a lack of trust and may re-invoke feelings of helplessness thereby reinforcing the opinion that she is unable to do anything for herself. All of these are strategies that closely resemble those used by an abuser and they have the effect of renewing the feelings of abuse, and it is worse because they come from someone in a trusted position who is meant to protect and help them.

Most of the time, an outsider has no control over the abuse an abuser inflicts on their victims. In addition, at first glance, it is often the aggressor who has the appearance of calm and the victim who can appear aggressive. This victim often tends to minimize their situation in an attempt to avoid letting their emotions get out of control and in an effort to combat the shame that society usually makes them feel. This creates a lot of misunderstanding and sometimes people are more likely to accept the point of view of the aggressor, which compounds the problem for the victim.

Let us note here that another major form of violence is women against other women. One need only think of the extremely violent case of female genital mutilation. As shown by the International Women's Health Programme Report on female genital mutilation (<http://federationgams.org/> and <http://iwhp.sogc.org/index.php?page=279>), in many situations, it is performed by mothers or aunts, under pressure from their close female relations who wish to perpetuate the practice. That same report notes that it is mostly elderly women, recognised by the community, who excise the girls. These are women who underwent the operation and were damaged in their physical integrity, their rights violated, and who, for a variety of reasons (traditions, beliefs, and

social norms) re-enact the same violence on other women. Testimony gathered by the GAMS Federation (Group for the abolition of female genital cutting) shows that it is extremely difficult for women to oppose the practice. (<http://www.mafacondedirenon.be/pdf/bookletbis.pdf>).

What can the coaches do?

The professionals who are in contact with women in recovery from a situation of domestic violence must be able to provide support for the recovery process to go ahead. It is very important throughout the process, but especially at first contact, to provide the women with a sense of security. This means the professional must accept whatever the victim says, without judging and without criticism. The work of the professional coach is to rebuild the capacity to think and make decisions independently. For this to occur, survivors need to learn to think and decide for themselves again, regardless of whether we agree with their wishes, preferences or choices or not.

Furthermore, it is relevant to implement a peer-to-peer educational process in some cases. The aim is to call upon women's own skills to inform and support other women. Women confide in each other, can serve as witnesses, give practical information, exchange experiences and get support from the solidarity of other women experiencing or having experienced similar situations. This approach is fully compatible with the functions of a facilitator, where these women would provide support and serve as mediators in discussions and debates. Moreover, peer-groups help women escape isolation, gain more self-confidence, and feel that they belong to a group which supports them, thereby boosting their self-esteem and abilities. Their place within a group grants them legitimacy, especially in giving value to their experience, background and knowledge. By testifying for example, they take the floor and transmit knowledge. The group supports them and, together, they mutually reinforce their knowledge and skills.

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When preparing to intervene, the context of the intervention should be given. This can be in the form of an introductory text about the objectives of the programme in which the survivor will be participating. The number and frequency of the proposed sessions should also be detailed. The support guide for career assistance for women victims of domestic violence designed by professional life-coaches employed by the Public Employment Service from the Principality of Asturias, Spain, includes some communication guidelines for meetings that encourage women to feel accepted, included and welcomed. Among these guidelines, the following are of primary importance:

GUIDELINES OF PRIMARY IMPORTANCE.

Convey understanding: use positive non-verbal communication and ensure that the layout of the space is conducive to openness. The optimum arrangement for a first meeting or interview is to seat the women facing each other without any tables or other obstructions in the middle; this conveys proximity and also allows the interviewer to use non-verbal and postural support techniques. One supportive technique is to mirror body positioning, such as, crossed legs or uncrossed legs, leaning forward or leaning backward in the seat. When the woman changes her position, the change should be reflected by the professional coach. A check can be performed, at the end of the interview, to test if a good connection has been achieved. The professional can initiate a postural change and observe whether or not the woman mimics the change made. When working in groups, the professional should mirror the body positioning of the speaker.

Convey respect: In a professional context, it is useful to help the person requesting assistance, regardless of age, and it is important to first empower the victim to start trying to help themselves. If they are undergoing other empowerment training, the current training should follow the same patterns.

Practice active listening: This involves paying attention to what the woman is saying, encouraging their story with positive interjections such as, "I'm listening", "Go on" etc. It also means that the listener should look attentively at the person while listening. It is best, at least in the first encounters, not to take notes. You may record the meeting but only if you have the permission from the person being interviewed and provided that a proper explanation is given e.g. so that anything important that might help is not forgotten.

It is important to ensure that the woman is not interrupted. Interventions from the coach should only be performed when the coach is sure that the woman has finished speaking. This means allowing pauses in the conversation, to allow the woman time to think, but at the same time ensuring that the pause is not a reliving of traumatic experience. Check that you have correctly understood what the woman says by summarising and by paraphrasing (repeating using other words). Reassure the woman with positive statements, sentences such as the following:

- I know that you know this
- You are capable of deciding this.
- You have the right to have your own opinion

It is important to respect the knowledge, powers, rights and duties of the women. This is effectively positive affirmation and encouragement. This atmosphere of positive affirmation must be established between the woman and the coach and eventually, the woman herself should be able to do this for, and by, herself.

One must bear in mind that facilitators and participants do not necessarily belong to the same culture nor the same social codes pertaining to language and expressing emotions. Paraphrasing another person's words is all that more difficult when both persons do not share the same cultural and/or linguistic references. One must think, for example, about

participants whose mother tongue is different from their facilitator's. To paraphrase, one must make sure of the meaning that people give their words. But how can you be certain when the cultural references aren't the same? We recommend caution in this exercise so as to avoid the pitfalls of over-interpretation (Olivier de Sardan J.-P., 1996).

Furthermore, according to the communication model developed by Gomez and Coto Fontanil Exama, (1990), an effective interaction is developed by establishing a supportive partnership where **compliance** responses are used to accept the subject of discussion or the actions performed: Delays and **postponing** are used to deal with issues at another time: **Notifications** and signs are given that what the woman relates has been understood and heard

Examples

COACH: What have you studied?

MVVG: I did not finish my studies so I have no chance of finding a job

Compliance

COACH: If it is that difficult to think of a job which does not require study, do you really think that it is impossible to find work? Can you, for example, think of someone you know with the same level of studies as you that has found a job?

Postponement

COACH: then we'll talk about that later.

Notification

COACH: Okay.

In this example, the woman has disqualified herself without describing any possibilities in her situation. To maintain a partnership that helps the woman move towards a more positive attitude, the professional needs to accept the reality for the woman but add in a new possibility.

If the coach does not accept the version the woman tells but instead notes that they have many skills and resources, they will join the long list of people telling the victim that they are not thinking properly. The professional would then fail to produce a positive supportive partnership or the victim may well feel that they are holding out as is illustrated in the next example given. **Rejection** happens when talk about a subject is avoided or trivialised or when a request is refused.

Example of Rejection:

Coach: Surely not, certainly you have many skills that allow you to get a job.

Suggested reply:

Coach: the programme will work with you to help you change this thinking. Furthermore, if we focus on this aspect as part of the content of the sessions, we can make sure that your objectives and preferences act as motivators. It's easier to devise and implement procedures if we will get something we want from them and if we think we deserve and can achieve the outcome.

The facilitators and coaches offer alternatives and choices rather than being the solvers of problems for the survivors. It is important to create opportunities for their empowerment and to

- Promote self-motivation
- Put the women at the center of the programme and make them co-responsible
- As a coach, be able to learn with the participants
- Be able to be a part of the team, your participants' team
- Promote opportunities for them can feel successful
- Be always there, be empathetic, assertive and an active listener....

From this standpoint, we can then work to find the wishes of the women themselves, such as:

- Whether she wishes to find employment
- If she thinks that the proposed actions will lead to her desired goal

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- If she thinks it is easy or difficult to perform the proposed actions
- If she thinks she will be able to perform these tasks
- If she thinks she is entitled and deserves to achieve the goal

Assessment can be done through the use of hypothetical questions: such as, “What will be different when you get a job?”, “What different things can be achieved when you upgrade your qualification?”, “Who else will notice that things have changed?” and “Will someone be afraid of things changing?” (If you get a job, will you require more training?)

To conclude, Lisa Aronson Fontes, one of the most recent researchers in the area of coercive control proposes a series of suggestions for women who have left a relationship of this type and want to recover. Her RECOVERY acronym proposals can be promoted by all support services for women survivors of gender-based violence.

Reclaiming your sense of self and empowerment are the first two steps here. These address questions of identity: How has my migration trajectory impacted my identity? Who am I? Amin Maalouf describes the inner tensions:

“What makes me me and no one else, is that I am at the margins of two countries, two or three languages, and several cultural traditions. That is precisely what constitutes my identity. Would I be more authentic if I amputated a part of myself?” (Maalouf A., 1998).

The timing of the training being given is also a critical consideration. The business mentoring is not intended as a first intervention. It is recommended that women are free from being in crisis to pursue this training. A recovery period is required before it is suitable to consider the training from the “professional development” section of the NEW START programme. The mentoring training presupposes that the prior life-coaching has built up the self-esteem and self-

confidence of the participants so that they feel ready to begin working on their employability and entrepreneurship skills. However, each individual or group is different and the skill and judgement of the trainers is required to pick the appropriate training at the appropriate time. This should be done with the women taking an active role in the choices for training.

Lisa Aronson Fontes’ suggestions have been organised under the acronym RECOVERY and are explained as follows:

R.E.C.O.V.E.R.Y.

RECLAIM activities that the other person banned or would not allow

EMPOWER yourself, by reconnecting with who you are and by taking care of your body, being active and eating healthily

CONNECT with family and/or with old and new friends

ORGANISE your time and set routines, leaving behind objects and habits that are part of your past

VERBALISE; tell your story in the way you feel you want to and to people who will support you. Start a journal or diary where you can write up everything

EXPRESS yourself creatively; draw, sing, dance or start any other activity that allows you to reconnect with your creativity

REMEMBER, build a list of episodes already experienced, where you doubt your memory or your own interpretation and realise how strong you are for having survived

YOU, stand in the centre of your own life. Ask yourself what you want to do and what gives you pleasure and is good for you. Separate yourself as much as possible from the abuser and from anyone who interacts with him that may want to influence you. If you have children in common, you may have to involve other people so you can try to avoid contact.

Approaches to Training

Gender-based violence is a complex problem and each woman's experience and situation is different. Every project partner has taken a different approach to training of the women survivors who participated in the New Start training provided. These different approaches illustrate the variety and breadth of the problem of gender based violence across Europe. There are two alternative approaches to training possible using this guide.

- 1) Using the **Toolkit Training Needs Matrix** to select relevant **tools**. With this approach a profile of the woman or women is developed by the professional and then appropriate training material for her/them is made using the NEW START Toolbox and individual tools provided (and tested) by the NEW START EU Daphne Programme.

Or

- 2) The selection of an appropriate **country case study** or studies that best matches the **profile** of the women to be trained. The case studies can be used as a guide to **selection of the tools** and also the sequencing of the training tools.

1) The Toolkit Training Needs Matrix and the Individual Tools

In the Toolkit Training Needs Matrix approach to training, three steps are required.

First, a profile of every woman who applies for training should be established.

Second, the appropriate tools to work with that particular woman can be chosen from the **Toolkit Training Needs Matrix**. Each tool has a breakdown of the areas with which it will assist. This breakdown is contained in the toolkit matrix. Every tool that is included in the toolkit has been used or tested by a project partner (and the results

of the training using the tools is included in the case studies).

Third, the templates for these tools can be accessed from the Toolbox section.

The toolkit could be used as a standalone method for selecting of the appropriate training. Once the appropriate tool has been identified in the Toolkit Training Needs Matrix, a copy of the tool is available in the Toolbox. This will be explained in greater detail in the section "How to select training requirements."

The first step in using the training needs toolkit matrix is to generate a profile of the woman. A tool to help with the profiling is a profiling questionnaire. It is suitable to use as it helps to establish where the survivors of gender-based violence are currently positioned in relation to their self-efficacy and self-esteem and what areas they wish to work on to empower their lives. And yet each life trajectory is individual and personal, and experience has shown that some questions will be left unanswered by various participants because the questions are too far removed from their own life experiences. Also certain issues are not raised in the questionnaire although experience shows that they can be highly important for some participants. The profiling questionnaire is discussed further in the following section.

A Profiling Questionnaire

A profiling questionnaire is provided to guide coaches and mentors in establishing a profile for survivors of gender based domestic violence. The suggested questionnaire is included in Appendix A. Filling it out will provide insight into the personal background, the career to date and also the specific and general training needs of the prospective trainee. Other professionals are not in favour of filling in such forms and see it as a barrier for the women to access help. There are cultural differences in acceptance of form filling and some women may feel threatened by form filling e.g. asylum seekers, or

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those who do not have legal standing in a country. The skill and judgement of the professional must be used to determine whether to complete this profiling questionnaire or not. The suggested questionnaire provided in Appendix A is divided into two separate parts:

Part I of the questionnaire covers personal, educational and personal skills already attained and includes sections

- A. Personal Information
- B. Education and Training
- C. Personal Skills

PART II - seeks to identify Generic and Specific Needs by establishing the areas of interest and the specific goals of each applicant in relation to their specific training needs areas (e.g. confidence, knowledge, emotional support, access to the labour market).

It is important to explain that there are no right or wrong answers to the questionnaire. Some participants may require support or help to complete the questionnaire. Completing the questionnaire can be taken as an opportunity to establish a trusting relationship with the female survivor.

Part I establishes the existing profile of the participant(s). In **Section A**, it seeks personal information such as Age grouping, Nationality, Marital status, Number of children, possible restrictions to accessing training, contact telephone and e-mail details. In **Section B**, Education and Training the level of education achieved and information about any professional work experience is requested. Language skill levels are recorded for the mother tongue and for any other languages mastered. Language skill levels are given per the Common European Framework of Reference for Languages, where A1/A2 refers to basic users, B1/B2 refers to independent users and C1/C2 refers to proficient users. Driving license status(y/n) and Computer skills levels (Basic, Intermediate and advanced) are requested to establish IT skills proficiencies.

One must also take into account skills for which participants have no diploma. These can be very instrumental in reinforcing the trust women have in their abilities. These abilities are the knowledge and know-how acquired throughout life. The European Commission values such informal knowledge and has set up a Youthpass (see <https://www.youthpass.eu/en/youthpass/>) to promote such skills, particularly with employers. Informal skills are sometimes all the participants have. It is, therefore, crucial to take them into account, to bolster both the self-esteem of participants and their employability. This is a way of giving their talents the recognition they deserve, and ensuring that participants do not feel like impostors for exercising a profession without a diploma.

In **Section C**, twenty questions are posed to establish levels of confidence and self-efficacy. These are answered on a five part scale of strongly disagree, disagree, unsure, agree and strongly agree. Then open questions are asked to establish hobbies, ideal jobs and types of employment and one question on what the survivor would do differently if they were to do it all over again?

Part II of the suggested profiling questionnaire deals with the generic and specific needs of the participants. Firstly, areas of interest to the participants are established covering twelve separate areas. Next, eleven questions about goals are posed. These two question sets are all answered on a three point scale, namely, **very important, neutral or not at all important**. Next the participants are asked to list (3 in order of priority) both the strengths they have to achieve their goals and then the weaknesses they need to improve to achieve their goals. Participants are asked to identify any difficulties that may impact on their attending the course. The final question asks what kind of support they expect from the trainer/life-coach and to list three in order of importance.

Once a profile has been established and the needs and wishes of the participating woman are known this profile can then be used with the Toolkit Training Needs Matrix to establish which tools are the most relevant to use with that

particular participant. Using the Toolkit Training Needs Matrix is described in more detail in the section “The New Start Toolkit”.

For some of the women who were being trained the suggested questionnaire caused difficulties with understanding and completion. The difficulties were twofold, namely, language related and also concept/meaning related. Some questions such as «what about the difficulties for attending the course” or “what support would you expect from your trainer/ counsellor?” caused difficulties for some project partners.

A copy of the full suggested questionnaire is provided in Appendix A. Whatever means is chosen to form a profile of the woman and establish and her training needs, the next

step is to match those needs to the tools available in the NEW START training needs toolkit.

2) Case Study Selection Method

The case study approach to training examines the most relevant country’s case study of the partner who has provided training that matches to the prospective training participants’ experiences and backgrounds. The case studies provide a description, not only of the training with the women and the outcomes of this training, but also gives the approach taken to training trainers to work with the women. The table below outlines the seven Case Studies provided.

Country’s Case Study	Approach to Training	No. of Women trained	Personal Development Tools Used Matrix Part I	Professional Development Tools Used Matrix Part 2
Belgium	Migrant women & Asylum seekers Empowering refugee and immigrant women through interpreting service skills Multicultural with some language difficulties	17	The Ropes The Hand of Knowledge How Do I Feel? I am Beautiful Talking About Me	The Tree of Life CV and Career Project Knowledge Exchange Workshop
Ireland	Multidisciplinary - Third level teaching institution in conjunction with an existing outreach or post-vention provider YANA (You Are Not Alone). All women were Irish and had already received personal development training in a “Pattern Changing” Course prior to beginning the NEW START programme	7	Future Planning Talking About Me Money Matters - Personal Budgeting	Radar of Skills Personal Action Plan Sourcing Information Building Personal Networks Personalised CV Role Play - Job Interview Generating Business Ideas

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Country's Case Study	Approach to Training	No. of Women trained	Life-coaching Tools used	Mentoring Tools Used
Greece	<p>Multidisciplinary/Counselling and career guidance approach</p> <p>A multinational group of women with various educational levels</p>	18	<p>I Am Beautiful</p> <p>Talking About Me</p> <p>How Do I Feel?</p> <p>Future Planning</p> <p>Support Group</p> <p>The Ropes</p> <p>Abigale</p>	<p>No obstacle in our way</p> <p>Personal Action plan</p> <p>Personalised CV</p> <p>Electronic CV</p> <p>Job Interview Practice</p>
Italy	<p>Experiential learning/didactic methodology</p> <p>Trafficked women and women victims of sexual exploitation. This is a very specific category within the cohort of women victims of violence and it is a very specific kind of violence.</p>	16	<p>Autobiographical (including Archipelago, Life-changing Characters: Family tree and Changes)</p> <p>Abigale</p> <p>Do You See What I See?</p> <p>The Passport</p> <p>The Cards</p>	<p>Personal and Professional Profiling Questionnaire</p> <p>Radar of Competencies</p> <p>*Plan of Improvement</p> <p>Skills Assessment</p> <p>CV and Career Project</p>
Spain	<p>Three different plans or schedules of training depending on the women's identified needs:</p> <p>1 Training Schedule (1st individual session - Kick off + group session - Consolidation + 3rd individual session - Implementation)</p> <p>2 Training Schedule (1st individual session - Kick off + 2nd individual session - Design + Group session - Consolidation + 3rd individual session - Implementation)</p>	51	<p>I Am Beautiful</p> <p>Talking About Me</p> <p>What's My Line?</p> <p>How Do I Feel?</p> <p>Abigale</p> <p>Do You See What I See?</p> <p>The Passport</p>	<p>Future Planning</p> <p>*Employability Assessment Tool</p> <p>*Swot Matrix</p> <p>Role Play: Job Interview</p> <p>Personalized CV</p>

Country's Case Study	Approach to Training	No. of Women trained		Mentoring Tools Used
Spain (continued)	3 Training Schedule (1st individual session + 2nd individual session - Design + 3rd individual session - Implementation) Mostly Spanish women with mixed educational backgrounds			
Romania	Certificate - Personal Development for advisors Mostly rural women with basic education	13	Self-awareness: questioning of self-esteem and individual potential Communication (How can I introduce myself? aids and barriers to communication) Decision Making and Problem Solving Positive Self-presentation	Cover letter and CV Job Interview Practice Entrepreneurship (for those who have a good business idea and would like more information about establishing a start-up)
France	Both life-coaching one-to-one training and a mix of life-coaching and mentoring dependent on the women's needs.	41	Do You See What I See? Talk About Me How Do I Feel? *Self Esteem and Self-awareness *Soft Skills: Learning by Playing	Role Plays Electronic CV Skills Assessment Business Play Radar of Skills *Wellbeing at Work

* = tools not included in the NEWSTART toolkit

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Each case study presents a brief outline of the NEW START partner organisation. Next, the variety of approaches to Training of the Trainers to work with the women survivors are detailed. Each case study then proceeds to describe how this directly resulted in the training provided to women survivors of gender-based violence and the outcomes of that training.

The breadth of the problem of gender-based violence is illustrated by the different cohorts of women intended to benefit from the training and the different stages of recovery - from being in crisis, at an intervention stage, right through to outreach services or post-vention stage. It is intended that this record of the training of the trainers and the subsequent training of the women will provide an alternative means of selecting the relevant training based on the profile of the women participants and the tools chosen by that partner.

Whether by profiling a particular woman or a group of women using the suggested questionnaire or by choosing the most relevant case study to follow, a selection of relevant tools for training is the next step. Details of the tools are contained in the Tools List and in the Toolkit Training Needs Matrix. The Toolkit Training Needs Matrix breaks each tool down into the areas in which it is intended to help (e.g. self-confidence, employability skills etc.) to facilitate the selection of the most appropriate tools. A full description of the tool itself is then available from the toolbox by searching for the Tool name in the relevant section, either Personal Development or Professional Development...

How to select the training requirements from the toolkit

The “Toolkit Training Needs MATRIX” constitutes a guide for the coach/mentor to help or direct them towards the design of a tailor-made training programme for women victims of gender based violence depending on the separate and individual case/client needs. The training tools provided are not a solution in themselves and much depends on the way in which the training is implemented. In reviewing the

tools, coaches and mentors need to continually ask how the proposed tools can best be used, for example, by asking questions such as:

- ... How best to be a coach for their specific target group?
- ... What can each coach do to promote self-motivation among the women?

On evaluation of the completed profiling questionnaires (or by other chosen means) and, before training, a clearer picture of the women survivor(s) and the required training needs emerge. The initial evaluation leads then directly to the developed toolkit. The toolkit has a training needs matrix of proposed templates for exercises and training materials. Each training template is accompanied by a breakdown of the areas which it is designed to strengthen, such as self-esteem, confidence, employability skills and entrepreneurship skills etc. Elements from the training matrix are then selected to direct improvement in the areas identified by the survivor for further training or assistance.

This template includes all NEW START tested tools in relation to women victims of gender based violence relating to Personal and Professional Development needs (Personal Development: Life Coaching and empowerment and Professional Development: Mentoring & Training in Entrepreneurial and Employability Skills).

More particularly, this template matches and connects the **NEW START coaching-mentoring methodologies**, with the following elements:

- 1. General Needs:** According to the initial needs identified during the profiling procedure and the evaluation procedure before attending the coaching and mentoring.

2. Access to the labour market: Training needs and learning objectives regarding access to the labour market in terms of knowledge, skills and attitudes to access employment.

3. Initiating Self Employment or Entrepreneurial Activity: Training needs to learning objectives and entrepreneurial activity in terms of knowledge, skills and attitudes needed in order to access employment.

The first step for the coach/mentor is to identify those tools that improve women's self-confidence and/their entrepreneurial or employability skills, according to the evaluation result from the profiles.

Then, the coach/mentor will identify those training needs and learning objectives that the woman they are working with require. Do they need to access to the labour market and/or enterprise information (in terms of knowledge, skills and attitudes)?

Finally, the coach/mentor will know which of the mentoring and training methodologies & tools are available and should be used to work with their specific target group, thus tailoring a training plan for them.

In summary,

- The Training Needs MATRIX presents all of the NEW START training tools and connects them with the different skills being developed.
- It allows the coach to have an overall picture of the available tools and an overview of the results that should be expected by the use of each one.
- The Matrix divides the training tools as follows:
 - **Part 1:** Personal Development - Life coaching and empowerment
 - **Part 2:** Professional Development -Employability and Entrepreneurial skills.

The aim is to help women victims of gender-based violence to improve different skills they have identified as helping with their own future plans.

The matrix presents the NEW START tools in total and connects them to the different skills that are developed in each tool. The tools are broken down into Part 1 and Part 2 tools, depending on the areas where they are most expected to provide benefit - personal development or professional development. Each tool is listed by name and the skills and benefits of the tool are listed in each column under the tool name. Where the tool is expected to help improve skills there is a tick in the relevant column box for that tool e.g. the tool "I am beautiful" will assist with improving self-esteem and recognising personal traits, per start of the Training Needs Matrix shown. Further details of each training tool, along with suggestions as to how to implement the training, is available in the detailed guide for each separate training tool shown in the matrix on page 22.

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Training needs MATRIX : Designing a training programme for women victims of gender based violence

Part 1: Personal Development: Life Coaching and Empowerment Tools																				
Methodologies & Tools:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
Competences Required:	I am beautiful	Talking about me	What's My Line	How do I feel	Future Planning	Do you see what I see	The passport	Abigale	Autobiographical	Support Group	The ropes	Money Matters	Self-awareness	Communication	Decision making and problem solving	Positive self-presentation	The Cards	Knowledge Exchange Workshop	The Hand of Knowledge	Blank Tool - for further development
1. General needs																				
Self-Esteem	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓
Personal Growth Initiative					✓	✓	✓		✓	✓	✓				✓	✓	✓	✓	✓	
Entrepreneurial Self Efficacy																				
Self Efficacy					✓	✓				✓	✓	✓						✓	✓	
2. Access to the labour market																				
Knowledge																				
Describe the stages of a job interview process																				
Recognize personal traits	✓	✓	✓	✓				✓	✓				✓	✓		✓	✓	✓	✓	
Knowledge of available opportunities in order to identify those suited to one's own personal and professional activities															✓	✓				
To be able to understand the difference between short and long term goals					✓							✓								
Understand the concept & characteristics of the team										✓	✓									
Understand basic concepts of communication and active listening		✓	✓	✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Skills																				
Ability to conduct a job interview				✓											✓					
Ability to increase self-esteem and self-awareness	✓	✓	✓	✓				✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Ability to identify one's personal strengths and weaknesses	✓	✓	✓	✓				✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓
Ability to set SMART objectives.					✓							✓								
Ability to use techniques for personal goal setting					✓			✓	✓			✓	✓	✓	✓					
Ability to use techniques for self motivation.	✓	✓	✓					✓	✓	✓				✓		✓				
Ability to act proactively and respond positively to changes.	✓	✓	✓	✓					✓	✓								✓	✓	
Ability to work co-operatively and flexibly as part of a team				✓						✓	✓	✓	✓	✓						
Ability to communicate effectively				✓						✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
Attitudes																				
Prepare for a job interview													✓	✓						
Break deeply ingrained habits of self criticism and judgment	✓	✓	✓			✓		✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
Develop positive attitude to change and innovation						✓		✓	✓	✓	✓									
Develop Positive attitude towards self to enable self motivation	✓	✓	✓	✓	✓	✓		✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓
Develop positive attitude towards team working	✓	✓	✓	✓		✓				✓	✓									

Training needs MATRIX : Designing a training programme for women victims of gender based violence

Part 1: Personal Development: Life Coaching and Empowerment Tools

Methodologies & Tools:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	I am beautiful	Talking about me	What's My Line	How do I feel	Future Planning	Do you see what I see	The passport	Abigale	Autobiographical - HISTORY OF LIFE AND REPORT LISTENING	Support Group	The ropes	Money Matters	Self-awareness	Communication	Decision making and problem solving	Positive self-presentation	The Cards	Knowledge Exchange Workshop	The Hand of Knowledge	Blank Tool - for further development
3. Initiate Self Employment or Entrepreneurial Activity																				
Knowledge																				
Recognize personal traits	✓	✓	✓	✓			✓	✓	✓	✓			✓	✓			✓	✓	✓	
Knowledge of available opportunities in order to identify those suited to one's professional and/or business activities																				
Identify the core skills, values and attributes of the entrepreneur and relate these to their personal skill set																				✓
Understand appropriate attitude and behavior towards entrepreneurship																				
Understand the meaning of SMART objectives					✓							✓								
Understand why motivation is important					✓					✓		✓	✓	✓	✓					
Understand the difference between short and long term goals					✓										✓					
Understand the concept & characteristics of the team																				
Understand the characters and the role each of them has in team work																				
Understand basic concepts of communication and active listening				✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓		
Understand the basic conflict styles			✓																	
Skills																				
Ability to identify one's personal strengths and weaknesses as well as to identify opportunities and treats	✓	✓	✓	✓			✓	✓	✓				✓	✓	✓	✓		✓	✓	✓
Ability to identify the major aspects of Business Ethics																				
Ability define entrepreneurship in business terms and describe the qualities of a good entrepreneur																				
Ability to understand the basic rules & of characteristics of an Successful & intelligent Entrepreneurship																				
Has the skills to set SMART objectives					✓															
Has the skills to use techniques for personal goal setting	✓	✓		✓	✓								✓		✓	✓		✓		
Has the skills to use techniques for self motivation and motivation of others	✓	✓		✓	✓								✓		✓	✓		✓	✓	✓
Ability to assess and take risks as and when warranted															✓	✓				
Ability to act proactively and respond positively to changes			✓	✓		✓		✓							✓	✓		✓		
Ability to work co-operatively and flexibly as part of a team											✓			✓	✓	✓				
Ability to communicate effectively using voice and body language				✓		✓							✓	✓	✓	✓	✓	✓		
Ability to resolve conflict				✓				✓									✓			

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Part 1: Personal Development: Life Coaching and Empowerment Tools																				
Methodologies & Tools:	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20
	I am beautiful	Talking about me	What's My Line	How do I feel	Future Planning	Do you see what I see	The passport	Abigale	Autobiographical - HISTORY OF LIFE AND REPORT LISTENING	Support Group	The ropes	Money Matters	Self-awareness	Communication	Decision making and problem solving	Positive self-presentation	The Cards	Knowledge Exchange Workshop	The Hand of Knowledge	Blank Tool - for further development
Attitudes																				
To adopt a more 'open-minded approach' to entrepreneurship																				
To develop a positive attitude towards ones self-image and possibility for success	✓	✓	✓	✓						✓			✓	✓	✓	✓			✓	
Positive attitude to change and innovation					✓	✓		✓	✓				✓	✓						
Has a positive attitude towards self to enable self motivation.	✓	✓	✓	✓			✓	✓	✓				✓		✓	✓			✓	
Develop positive attitude towards team working	✓	✓	✓	✓																
Positive attitude for taking responsibility for one's actions			✓	✓				✓	✓		✓				✓	✓			✓	
Positive attitude towards collaboration and conflict resolution	✓	✓	✓	✓				✓	✓						✓	✓				

Toolbox Training Needs Matrix - Part I

Thus, the “Toolbox Training Needs Matrix” constitutes a guide for the coach/mentor to help or direct the design of the training for the women victims of gender based violence. It allows a tailor-made training programme be selected based on specific personal and professional development needs identified (**Personal Development** includes the areas covered by the Life Coaching methodology and **Professional Development** section covers the Mentoring and employability training).

Finally, the matrix makes it easier for the coach/mentor to see ‘at a glance’ the Personal Development and Professional Development tools that are available. It allows the coach/mentor to select training targeted for their specific beneficiary or training group. The training plan can then be tailor-made for this person or group.

Once the tools and programmes for a particular candidate or set of candidates have been decided, the specific tool-templates for that training can be accessed from the toolbox and then those tools can be implemented. More detailed descriptions of each tool or module, to enable the tutor to conduct the relevant training is included in the NEW START training toolkit, which includes the full set of training tools available in the NEW START training toolkit along with implementation guides for each. The full Matrix is broken down into the two sections - Part 1 - Personal Development and Part 2 - Professional Development. Thereafter, some general tips about how to begin the training sessions with survivors of gender-based violence are included in the next section, “Getting started with the Training/Mentoring sessions”. Part 2 of the Matrix, with the professional development tools, is presented on page 25.

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PART 2: Professional Development / Entrepreneurial and Employability Skills

Methodologies & Tools:	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
Competences Required:	No obstacle in our way	Radar of skills	Skills assessment	Building Personal Networks	Sourcing Information	Personal action plan	Personalized CV	Cover letter and CV	Electronic CV	Role-play: job interview	Career project	Job interview practice	Entrepreneurship Introduction	Generating Business Ideas	The Tree of Life	Training in Community Interpretation
1. General needs																
Self-Esteem		✓	✓								✓					✓
Personal Growth Initiative	✓				✓	✓		✓	✓		✓		✓	✓	✓	✓
Entrepreneurial Self Efficacy	✓				✓	✓		✓	✓		✓		✓	✓	✓	✓
Self Efficacy		✓	✓	✓	✓	✓	✓			✓		✓			✓	
2. Access to the labour market																
Knowledge																
Describe the stages of a job interview process						✓	✓			✓	✓	✓				✓
Recognize personal traits		✓	✓	✓							✓					
Knowledge of available opportunities in order to identify those suited to one's own personal and professional activities					✓	✓	✓			✓	✓	✓	✓	✓		✓
To be able to understand the difference between short and long term goals	✓					✓					✓					
Understand the concept & characteristics of the team	✓															
Understand basic concepts of communication and active listening	✓						✓	✓	✓	✓		✓				✓
Skills																
Ability to conduct a job interview							✓			✓	✓	✓				
Ability to increase self-esteem and self-awareness	✓		✓		✓						✓					✓
Ability to identify one's personal strengths and weaknesses		✓	✓				✓			✓		✓		✓		✓
Ability to set SMART objectives.	✓				✓	✓								✓		
Ability to use techniques for personal goal setting	✓				✓											
Ability to use techniques for self motivation.	✓					✓	✓			✓		✓				
Ability to act proactively and respond positively to changes.					✓											
Ability to work co-operatively and flexibly as part of a team	✓															✓
Ability to communicate effectively	✓				✓		✓	✓	✓	✓		✓		✓		✓
Attitudes																
Prepare for a job interview						✓	✓	✓	✓	✓	✓	✓				
Break deeply ingrained habits of self criticism and judgment		✓														
Develop positive attitude to change and innovation					✓									✓		✓
Develop Positive attitude towards self to enable self motivation	✓				✓									✓		✓
Develop positive attitude towards team working	✓															

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PART 2: Professional Development / Entrepreneurial and Employability Skills

Methodologies & Tools:	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	No obstacle in our way	Radar of skills	Skills assessment	Building Personal Networks	Sourcing Information	Personal action plan	Personalized CV	Cover letter and CV	Electronic CV	Role-play: job interview	Career project	Job interview practice	Entrepreneurship Introduction	Generating Business Ideas	The Tree of Life	Training in Community Interpretation
3. Initiate Self Employment or Entrepreneurial Activity																
Knowledge																
Recognize personal traits				✓								✓	✓	✓		
Knowledge of available opportunities in order to identify those suited to one's professional and/or business activities				✓	✓	✓						✓	✓	✓		✓
Identify the core skills, values and attributes of the entrepreneur and relate these to their personal skill set					✓								✓	✓		
Understand appropriate attitude and behavior towards entrepreneurship													✓	✓		
Understand the meaning of SMART objectives					✓	✓						✓		✓		
Understand why motivation is important	✓					✓						✓				
Understand the difference between short and long term goals				✓	✓	✓						✓				
Understand the concept & characteristics of the team	✓															
Understand the characters and the role each of them has in team work	✓															✓
Understand basic concepts of communication and active listening	✓						✓			✓		✓		✓		
Understand the basic conflict styles	✓					✓										
Skills																
Ability to identify one's personal strengths and weaknesses as well as to identify opportunities and treats		✓	✓	✓		✓								✓		✓
Ability to identify the major aspects of Business Ethics																✓
Ability define entrepreneurship in business terms and describe the qualities of a good entrepreneur	✓												✓	✓		
Ability to understand the basic rules & of characteristics of an Successful & intelligent Entrepreneurship	✓												✓	✓		
Has the skills to set SMART objectives	✓					✓										
Has the skills to use techniques for personal goal setting	✓				✓	✓		✓	✓							✓
Has the skills to use techniques for self motivation and motivation of others	✓				✓	✓										
Ability to assess and take risks as and when warranted	✓					✓							✓			
Ability to act proactively and respond positively to changes	✓			✓	✓	✓								✓		✓
Ability to work co-operatively and flexibly as part of a team	✓													✓		✓
Ability to communicate effectively using voice and body language	✓				✓			✓	✓					✓		✓
Ability to resolve conflict	✓					✓										

Training needs MATRIX : Designing a training programme for women victims of gender based violence

PART 2: Professional Development / Entrepreneurial and Employability Skills

Methodologies & Tools:	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
	No obstacle in our way	Road of skills	Skills assessment	Building Personal Networks	Sourcing Information	Personal action plan	Personalized CV	Cover letter and CV	Electronic CV	Role-play: job interview	Career project	Job interview practice	Entrepreneurship Introduction	Generating Business Ideas	The Tree of Life	Training in Community Interpretation
Attitudes																
To adopt a more 'open-minded approach' to entrepreneurship													✓	✓		
To develop a positive attitude towards ones self-image and possibility for success	✓				✓											✓
Positive attitude to change and innovation	✓				✓									✓		
Has a positive attitude towards self to enable self motivation	✓				✓											✓
Develop positive attitude towards team working	✓															
Positive attitude for taking responsibility for one's actions	✓			✓	✓	✓							✓			
Positive attitude towards collaboration and conflict resolution	✓			✓		✓										✓

Toolbox Training Needs Matrix Part 2

Getting started with the Training/ Mentoring sessions

The pointers provided in this section are in addition to the information already provided in the approaches to training. The intention here is to establish an active and informed participation by the women in their own training. This information and advice can be tailored to an individual or to group sessions, as applicable.

Session Opening

Procedure

Begin any session by greeting the participants. Introduce yourself and any other workshop/training staff with you. If the session is being hosted by an organization, someone from that organisation should make a few remarks to open the session and welcome participants.

Notes to Trainers

- Tailor the amount of time you spend on introductions depending on the length of time for the sessions. In group sessions, participants will learn more about each other as the session continues.
- Where appropriate, you could consider conducting some type of introduction activity so that all participants are aware of who is in the room – names and general information.

Opening Session -Expectations

Time: 10-15 minutes

Overview Understanding expectations will give trainers the opportunity to reassure participants that the trainers will strive to meet expectations,

Objectives To learn about participant expectations for the training.

To clarify any misunderstandings—and to state up-front any expectations that may not be met during the training.

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The following procedure can be tailored to group or individual sessions to work through initial expectations.

1. Ask participants to take 2 minutes to write down two expectations they have for the training.
2. Ask participants to discuss these expectations with their neighbours for 2 minutes.
3. Reconvene the group and ask participants to share their expectations. Write these on the Flipchart paper.
4. Explain whether or not this training will address each of the shared expectations. If it will not, explain why and how interested participants can gain access to such knowledge.
5. If there are other expectations of the training that were not mentioned by participants, explain these.

Objectives **Time: 5-10 minutes**

Procedure

Immediately following the Expectations session, hand out copies of the training objectives. Go through each objective, taking time to be sure participants understand the purposes of the training, objectives, and intended outcomes. Facilitate a discussion to clarify any questions or concerns.

Agenda **Time: 10-15 minutes**

Procedure

1. Distribute the session agenda. 2. Review the daily schedule with the participants, making sure to note any overall themes for given days, etc. 3. Explain how the training sessions will build upon each other to achieve the stated objectives.

Ground Rules **Time: 10-15 minutes**

Procedure

1. Explain that in order for the training to go well, participants will have to follow certain rules.
2. Write on the flipchart the following list of rules and explain each as you write it.

Examples:

- Turn off cell phones
 - Respect time—start on time, end on time
 - Be respectful of other participants and the facilitators
 - Talk loud enough for all to hear
 - Talk one at a time
 - Maintain confidentiality
 - Participate!
3. Ask participants if there are any other rules they would like to suggest. Discuss and agree these. Write these on the flip chart.
 4. Ask participants if they agree to abide by these ground rules.
 5. Post the ground rule list on the wall in the training room.

Notes to Trainers

- Maintaining **confidentiality** is often an issue in GBV training sessions. In the train the trainer sessions, participants want to share information about their experiences working with GBV survivors and their families and for the women recovering from gender-based violence, they may want to speak about their own experience of GBV during group work and to tell their own stories.
- For trainers, any incidents or cases that participants want to discuss should be disguised in such a way to remove any potentially identifying information. For example, change the age of the survivor, location of the incident, some details about the incident – and never mention real names or locations. For group work with the women survivors, the ground rules can be used to establish what needs to be kept private.
- See Matrix Tool 11 “The Ropes” for a tool based on establishing commonly agreed ground rules.

Training Materials, Housekeeping

Time: 15–20 minutes, depending on number of announcements

Procedure

Training Materials

1. Distribute training notebooks and materials. Alternatively, these can be handed out as participants enter the room at the start of training.
2. Conduct a quick orientation so that participants are aware of the materials included.

Logistics and Housekeeping

3. Review the daily schedule—time for breaks and lunches.
4. Inform participants of locations of toilets, break area, etc.
5. If relevant: Review policies on seeking reimbursement for travel, how food and beverages will be handled (i.e., does the training course provide these and pay for them directly, or does the participant pay for them and get reimbursed, etc.). Set deadlines for receipt submission and announce when reimbursements will be distributed.
6. Explain who will be handling logistics and direct participants to contact her/him directly outside of the sessions.
7. Explain that any housekeeping reminders will be posted on a paper in the back of the room. (Post a flip chart paper at the back of the room, near the entrance.)
8. Answer any questions.

The following section explains how the Toolkit Training Needs Matrix leads to the selection of the individual tools to be used for training. This Toolkit was produced and tested during the Daphne III NEW START project. Further information about the tools and how they were used by the various partners can be found in the case studies provided. The tools themselves are provided in the final section of this guide called “The Toolbox” (on page 87).

The New Start Toolkit

This Toolkit and the individual Tools have been developed as part of the NEW START project. The tools were developed with the guidance of professional life-coaches and training/mentoring professionals. The tools are divided into two parts. Tools from Part I are the Personal Development Tools and Part 2 features tools that aim at Professional Development. This allows the NEW START toolbox to address a large range of women with different characteristics and profiles. Individual tools are suitable for use in a one-off type session and have the goal of increasing self-esteem and self-efficacy.

If the victims of violence need emotional or psychological support, before being able to think about their future and to consider a professional career perspective...then the “Personal Development” toolkit is an appropriate approach to support them. This was the case for some partners who only used the Personal Development tools with some of the women they trained.

As a rule, the New Start tools address mostly women victims of violence that have already received psychological support and are ready to be coached in constructing a professional career. This training can be adapted to suit disadvantaged women facing such difficulties as social and professional exclusion, lack of self-esteem, few opportunities, or disengagement from the labour market, etc. The tools of themselves are generic and it is intended that the tools will be **adapted to suit individual requirements and needs** of the women attending the training. Best practice indicates that some debriefing time should be taken after each training session for facilitators to evaluate and feed back into the tools so that they can be continuously improved.

Next, a list of the tools and their descriptions is given. The table indicates whether they were used as individual or group tools and which partners used the tools as part of their training.

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Part 1: Personal Development Life coaching and empowerment		
Tools developed	Tool Descriptor	Used by partners
		Group or Individual
I am Beautiful	This tool provides an exercise to use for women victims of violence in general to boost their self-esteem and positive thinking.	Italy, Belgium, Greece, Spain
Matrix Tool 1		Individual and Group
Talking About Me	This tool helps to enhance self-esteem and maintain a positive self-image. The participants are eager to speak about themselves. In group, there is an added positive if the women know and trust each other and hear positive qualities that the other women see in them.	Greece, Belgium, Ireland, Spain, France
Matrix Tool 2		Group and Individual
What's My Line	Group art and drawing activity. Very useful in groups for co-operation and acceptance.	Spain
Matrix Tool 3		Group
How Do I Feel?	Tool on feelings and how to express, free and analyse emotions. Useful for personal development and coping with suppressed feelings.	Greece, Spain, Belgium, France
Matrix Tool 4		Individual
Future Planning	This tool is about making realistic future plans. Very positive feedback on this tool. It is well structured and very simple. Coaches and mentors used it willingly and will continue to use it. One partner adapted it and started with a meditation on the wheel of life, where the women thought about their hopes and dreams and where on the wheel of life they occur and selected a future plan in one area...	Greece, Ireland, Spain
Matrix Tool 5		Group

Tools developed	Tool Descriptor	Used by partners
		Group or Individual
Do You See What I See	This is an art and craft tool which offers another perspective on the way participants view things. They enjoy the artistic part and it helps them in their trauma recovery. It also helps with increasing awareness of skills and attitudes.	Italy, France
Matrix Tool 6		Group
The Passport	This tool teaches commitment and allows for self-exploration. It enhances the ability to accept differences.	Italy,
Matrix Tool 7		Group
Abigale	This tool presents a case study and provokes conversation and presents important issues in a playful way.	Greece, Italy
Matrix Tool 8		Group
Autobiographical History of Life and Report Listening	Autobiography can soothe a victim's wounds and therapists argue that this method can help trauma victims to calm down and release some of their mental tension. However, this tool requires special training and many coaches were reluctant to use it.	Italy
Matrix Tool 9		Individual and Group
Support Group	Support group to help around the area of parenting. Support groups are very constructive and effective. They help women to feel accepted and understood, secure and supported.	Greece
Matrix Tool 10		Group
The Ropes	Mostly used with foreign women in group sessions. This tool helps women connect to each other and feel a bond with the host country. It can also be used as a means to establish a groups ground rules at the start of training.	Belgium, Greece
Matrix Tool 11		Group

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Tools developed	Tool Descriptor	Used by partners
		Group or Individual
Money Matters – Personal Budgeting	This is a good tool to allow women to explore personal finances. The budgets (one surplus and one deficit) are worked out for a fictional character Daphne which means that the women do not have to reveal their own finances in the group or to the facilitator.	Ireland
Matrix Tool 12		Group and Individual
Self-awareness (Questioning of self-esteem and individual potential)	The purpose of this tool is to increase the self-esteem and self-confidence of women victims of domestic violence by identifying the qualities and skills of each participant and by evaluating their potential. Aimed at a target group with low levels of education, the trainer should explain the terms and the methodology used in this session in order to motivate the participants to be actively involved in implementing the training course.	Romania
Matrix Tool 13		Group
Communication (How can I introduce myself?, aids and communication barriers)	This tool aims to develop participants' communication skills, offering various activities. They will be developed using several topics (e.g. listening, aids and barriers to communication, assertiveness and assistance). When used with a target group with low levels of education, the trainer should explain all terms and the method behind the session in order to encourage the active participation of those receiving the training.	Romania
Matrix Tool 14		Group
Decision Making And Problem Solving	The purpose of this tool is to help participants to understand some of the mechanisms used in the decision making process. Where the target group has low levels of education, the facilitator should explain the terms and method behind the session and seek to promote the active participation of the women in the implementation.	Romania
Matrix Tool 15		Group

Tools developed	Tool Descriptor	Used by partners
		Group or Individual
<p>Positive Self-presentation</p> <p>Matrix Tool 16</p>	<p>This tool aims to use oral presentation to explore what techniques proposed in the module are used by participants in a specific situation.</p>	<p>Romania</p> <p>Group or Individual</p>
<p>The Cards</p> <p>Matrix Tool 17</p>		<p>Italy</p> <p>Individual/Group</p>
<p>Knowledge Exchange Workshop</p> <p>Matrix Tool 18</p>	<p>This tool allows the participants to identify personal knowledge and skills and communicate this to the group through the use of workshops developed and delivered by the participants themselves.</p>	<p>Belgium</p> <p>Group</p>
<p>The Hand of Knowledge</p> <p>Matrix Tool 19</p>		<p>Belgium</p> <p>Individual and Group</p>
<p>Blank Tool</p>	<p>A Blank Tool Template is provided so that the training can be extended.</p>	

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Part 2: Personal Development Entrepreneurial and Employability Skills		
Tools developed	Tool Descriptor	Used by partners
		Group or Individual
No Obstacle in Our Way	Game about overcoming obstacles. Powerful tool with very positive feedback. Women feel empowered after this experience and they discover their power and strength which they often feel that they have repressed.	Greece
Matrix Tool A		Individual or Group
Radar of Skills	This tool is used by mentors and coaches to help women to understand which skills they already have, which skills need strengthening and which skills they need to enter the labour market.	Italy, France
Matrix Tool B		Individual and Group
Skills Assessment.	Skill assessment is a useful tool for mentoring work and gives women an idea of what skills they need to enter the labour market.	Ireland
Matrix Tool C		Individual and Group
Building Personal Networks	This tool is useful for getting the women to examine the people who are in their lives and to consider the help and knowledge that is available to them through personal and professional networks.	Ireland
Matrix Tool D		Group
Sourcing Information	This tool was developed as part of the ten week course. A NEW START tree is introduced to the group. The roots are completed to review the skills that the women possess and the leaves are completed each week as the women source local information to help them with their goals. This gave the group a focus to start meetings where each woman shared what she had discovered (useful college courses, volunteering opportunities etc.). Useful to keep focus on the goals of the group.	Ireland
Matrix Tool E		Group

Tools developed	Tool Descriptor	Used by partners
		Group or Individual
<p>Personal Action Plan</p>	<p>Great and simple tool to help women make their own action plan. This is simple for facilitators to use and very effective.</p>	Greece, Spain, Ireland
<p>Matrix Tool F</p>		Individual
<p>Personalized CV For Empowerment Of Women</p>	<p>This tool helps women to write down their personal history and to realise that they have much more to be proud of than they thought. They feel very satisfied when they have their CV ready and printed. (In some cases the gathering of the information for the CV can be done while other sessions are taking place).</p>	Greece, Ireland, Spain
<p>Matrix Tool G</p>		Individual or Group (for prep work)
<p>Cover Letter And CV</p>	<p>Useful tool for the participants. The women feel more confident to send out their CVs and cover letters after this. Many of them had never had a CV before and it provided them with a large boost to their self-confidence when they see their own CV.</p>	Greece, Ireland Spain, Romania, Belgium
<p>Matrix Tool H</p>		Training in group but Individual CV for each person
<p>Electronic CV.</p>	<p>This is a fun a helpful tool and means that people can use modern technology to create their electronic CV for uploading to social media.</p>	Greece, France
<p>Matrix Tool I</p>		Individual
<p>Role-Play: Job Interview</p>	<p>Role play interviews can be quite stressful partly because the participants have little idea what to expect and may not have had one before. However, once they do one, they feel more confident to go on to an actual interview and overcome the first obstacles.</p>	Ireland, Spain, France
<p>Matrix Tool J</p>		Group or Individual

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Tools developed	Tool Descriptor	Used by partners
		Group or Individual
Career Project.	This tool assists in the development of an action plan as far as career planning is concerned. It is a helpful and useful tool.	Italy, Belgium
Matrix Tool K		Individual and Group
Job Interview Practice	Preparation for a job interview. This tool is useful and practical. It helps women overcome their stress and fear to meet with a potential employer. This is associated with a lot of initial fear and stress but afterwards the women feel a sense of achievement. Recommend that practice is done within the group and then where possible an external help can be brought in to give the interviews extra realistic dimension.	Romania, Ireland, Greece, Spain
Matrix Tool L		Group and individual
Entrepreneurship Introduction	This tool outlines the basics about entrepreneurship and about a business plan for those who may have a good business idea.	Romania
Matrix Tool M		Group
Generating Business Ideas	This tool is a fun way of getting people to think about generating business ideas.	Ireland
Matrix Tool N		Group
The Tree of Life	This tool starts with a list the projects (related to the competences previously developed with The Hand of Knowledge activity) Each woman has her own competences. To make participants more aware of the achievements that they have accomplished in the past (the roots of the tree). Those which will be developed in the short-term (the tree's trunk) and those which will be developed as a long-term life project (the tree's branches and leaves) .To recognize and write down ideas and projects that further the development of their own job project .	Belgium
Matrix Tool O		Group

Tools developed	Tool Descriptor	Used by partners
		Group or Individual
Training In Community Interpretation On Health Care	This tool aims at providing a useful vocabulary/glossary on the subject of health care to trainee interpreters who are learning oral interpretation in context. It includes keywords and important concepts on the topic. Translation of these words into the mother tongue, role playing scenarios. For example: with three people, the doctor, the patient and the interpreter and includes peer evaluation by people speaking the same language.	Belgium
Matrix Tool P		Group

Measuring Progress and Results

Evaluation methodology: how to use the questionnaires

For the evaluation purposes required on the New Start Daphne III project, three evaluation questionnaires were used to assess the change in capacities of the women who participated in the New Start activities. As NEW START Daphne III is a research project, there was a requirement to show the effectiveness of the training and for this purpose evaluation tools were developed for this particular project. These evaluation questionnaires included:

- a) **A Self-esteem** questionnaire:
- b) **A Self-efficacy** questionnaire:
(you can find the questionnaire translated into your own language on the following site: <http://userpage.fu-berlin.de/~health/selfscal.htm>)
- c) **An Entrepreneurial self-efficacy** questionnaire

The decision on whether a pre-test and post-test is necessary for any future training based on the NEW START toolkit is left to the individual professional to decide.

The questionnaires were completed by participants at the start of the training and again at the finish of the training and the scores from these two tests were used to establish the effectiveness of the training for each participant. However, as suggested by one of the partners, it may be useful to measure half-way through the training also, as this would allow the training plan to be adapted based on the progress already made.

Questionnaire (a) uses the Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg. This is a tool to measure self-esteem which is widely used in social-science research. It uses a ten-item Likert-type scale with items answered on a four-point scale – from strongly agree to strongly disagree. Five of the items have positively worded statements and five have negatively worded ones. The scale measures state self-esteem by asking the respondents to reflect on their current feelings. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment.

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Questionnaire (b) uses the (Ralf Schwarzer & Matthias Jerusalem) Self-Efficacy Scale. The scale was created to assess a general sense of perceived self-efficacy with the aim of predicting the ability to cope with daily hassles as well as adaptation after experiencing all kinds of stressful life events.

Questionnaire (c) is based on an entrepreneurial scale provided by Wilson, F., Kickul, J. and Marlino, D. (2007), The items on this scale represent competencies related to business/entrepreneurial success, and were developed based on expert interviews with business leaders. The respondents in all samples rated their self-efficacy level on a 5-point Likert scale (1 = a lot worse; 5 = much better). However we believed it was important to utilize measures that were appropriate to, and could be adequately comprehended by, women survivors of gender based violence. While simplified and reduced, the 6-item measure used in this study broadly relates to the entrepreneurial self-efficacy measures of Chen et al. (1998) and DeNoble et al. (1999) which have been compared and validated by Kickul and D'Intino (2003).

Questionnaires a) and b) mainly were used with women benefiting from the coaching services (Personal development), while questionnaire c) was relevant for those following mentoring sessions (Professional Development).

Questionnaires were filled in by women for auto- or self-evaluation, while the total score was completed by the coach, mentor or tutor, according to the relevant (see appendices) question score provided. Help was provided for those who had literacy difficulties in a sensitive manner and it was emphasised that there were no right or wrong answers to the questions. Each of the questionnaires then got a total score. When both the pre and the post evaluations were completed, the scores from both were analysed and compared. The evaluation of the results then gives an overview of the outcome of the various training provided and measured during the NEW START training.

It was noticed during the training that the self-esteem score was very difficult for some women. This scale was chosen as a standardised measure, which is well recognised and respected in evaluation of self-esteem. However, the wording of the questions has a very negative bias and this appeared to have a large effect on some of the women – particularly in the pre-test stage. A suggestion from this research is that perhaps a cohort-specific questionnaire for self-esteem could be generated that was less negative in its wording.

A further questionnaire d) was created to assess the increase in competences of the coaches who were trained in the use of the NEW START training materials. The full version of these four questionnaires can be accessed in Appendix B. The NEW START toolkit includes a country case study for each partner and then the Toolbox, itself with completed templates for each training tool is given.

Country Case Studies

Every project partner took a different approach to their training. This was to allow the training to be tailored to the needs of the women participants. Each country had a different cohort of women and therefore chose their tools and training materials differently. Each partner however used and tested tools from the NEW START Toolkit

The table below summarises the different approaches taken for the Training of the Trainers. These trainers then provided NEW START training to women survivors of gender-based violence

Country	No. of Professionals Trained	Approach to Training
Belgium	3	Migrant women & Labour Market
Ireland	4	Multidisciplinary collaborative approach -guided by 'SAFE Ireland' external experts.
Greece	8	Multidisciplinary/Counselling and career guidance
Italy	10	Experiential learning/didactic methodology
Spain	31	Coaching/Shadowing/Group sessions
Romania	5	Certificate - Personal Development advisor
France	13	Roundtable discussions across two locations

To give a flavour of the different approaches, a case study for each country is presented. In each case study an overview of the partner organisation is given. This is followed by a description of how the trainers were selected and trained and the subsequent training presented to the women survivors of gender-based violence. Finally, an overview of the results of this training is given.



CASE STUDY SPAIN

Case Study Spain - Women's Institute of Asturias, Spain

→ Who are we?

The Institute of Women (ES) is the department in charge of developing and implementing gender policies in the Asturias Region in Spain. Since its creation in 1999, the Institute has run several programmes to tackle violence against women. The department collaborates with the Public Employment Service and with the Asturian School for Women Entrepreneurs in assisting women victims of gender-based violence.

Since 2010, the Public Employment Service of the Principality of Asturias (SEPEPA) has worked on developing a programme for women victims of gender-based violence who are unemployed. This programme is nationally regulated by Royal Decree 1917/2008 of 21 November. The programme focuses on career guidance processes and provides applicants with an individual roadmap for re-entry into society and employment based on confidential, case-by-case assistance and management.

The implementation of the roadmap involves specialised assistance in employment management for victims of gender-based violence (tutoring) to facilitate financially supported (financial grants), training for employment (certificates of professional qualification), and to provide relational skills for integration, tools for finding employment, generate general and specific job offers for this group of applicants, and referrals for development of academic skills and self-employment.

The Asturian School for Women Entrepreneurs is a government resource of the Principality of Asturias. The school trains women who wish to pursue self-employment or

business ownership as an alternative path to employment. By developing new forms of learning and knowledge management, the school seeks to launch a mentoring programme that will provide novice entrepreneurs the opportunity to learn from the experience of others. In our case, this will be experienced female entrepreneurs who will teach, advise, guide and assist women participants in their personal and professional development. These mentors will invest their time, energy and, above all, knowledge. Training in the "Mentoring Methodology" forms part of the work plan of the New Start project of the European Daphne Programme implemented by the Women's Institute of Asturias. This project aim is to develop and implement a training and motivation programme for women victims of gender-based violence. Women entrepreneurs and managers will be provided with practical training to serve as mentors for these women.

→ How were the "Train the Trainer" activities organised?

The primary focus of this training was to provide independence, practical job skills and corporate culture to the participants of the project, so they have the ability to re-enter the job market or pursue self-employment, always on the basis of equality and diversity. First, however, the trainers themselves needed to be trained. The Women's Institute of Asturias took the following approach to the training of their trainers.

COACHING

Coaching of the trainers or tutors lasted 78 hours in total and comprised of three stages:

1. A classroom coaching seminar: rationale and training (40 hours)
2. Individual shadowing of each tutor during the coaching process: 1 hour x 20 technicians (Total 20 hours)
3. Group sessions on methodological improvement: Three 3-hour sessions (2 groups)
(Total 18 hours)

The dual goals of this coaching were:

1. To provide training on the coaching methodology to the Asturian Employment Service (SEPEPA) tutors. This methodology will be used in guiding women victims of gender-based violence in Asturias to undertake employment interviews.

2. To implement, using life coaching, processes that promote the capability of the applicants to achieve personal and social activation and empowerment and to improve their employability.

Participatory group sessions, presentation of contents, role-playing simulations, and critical coaching situations were all used as means of training the trainers. Individual shadowing by the trainer of each tutor during actual coaching sessions with an applicant, group-centred reflective feedback and the sharing of the learning processes allowed practical experience to be gained and reflected upon.

The “Train the Trainer” course content is as outlined below

Section	Content of Course
1.	Key concepts in coaching Stability and change Employability Empowerment and learned helplessness Emotional intelligence and multiple intelligence Managing emotions Dynamics and behaviour patterns on which coaching should focus
2.	Introduction to coaching Theoretical rationale of coaching. Disciplines and schools influencing coaching Coaching processes vs. classic employment guidance models. Ethics, professional role model and criteria for implementing the intervention Coaching tools
3.	Coaching process Commitment to coaching process Setting objectives Action plan Monitoring of the plan and coaching process

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MENTORING

Our Mentoring Methodology course lasted 33 hours, and included:

- Basic classroom training in the mentoring methodology. (Seven 3-hour sessions).
- Classroom training with shadowing of processes. (Four 3-hour sessions).

12 Asturian women entrepreneurs and managers as well as the co-ordinator of the Asturian School for Women Entrepreneurs and the co-ordinator of the SEPEPA Guidance team took part. The course was held at the Asturian School for Women Entrepreneurs at Aviles.

The Goals for this mentoring methodology are outlined below

Unit	Goals	Content
Unit 1	<p>Understanding mentoring and how it differs from other methodologies</p> <ul style="list-style-type: none">• Learning how to establish a good mentoring relationship to ensure the success of the process• Ensuring that the participants understand the role of the mentor in the mentoring process.• Empowering participants to develop a mentoring session and process with a mentee.	<p>What are mentoring and a mentoring relationship?</p> <ul style="list-style-type: none">• Definition of mentoring. Mentoring models.• Keywords in mentoring: learning, experience, guidance, capacity-building, socialisation, change.• What mentoring is not. Differences with other models or methodologies such as coaching, training, advising, counselling or tutoring.• Foundations for a mentoring relationship• Factors for success and failure of a mentoring relationship• Inputs by mentor and mentee to the mentoring relationship <p>Mentor's role</p> <ul style="list-style-type: none">• Behaviours, attitudes, and skills• Mentoring cycle in which the mentor realises her role• The 7 dimensions of the mentor's role <p>Mentoring session plan</p> <ul style="list-style-type: none">• Differences between mentoring programme, mentoring process and mentoring sessions• Purpose, duration, structure and phases of a mentoring process• Duration, structure, development, core points and plan of a mentoring session• Preparation, documentation and evaluation of a mentoring session

Unit	Goals	Content
Unit 2	<ul style="list-style-type: none"> Working on difficulties encountered by mentors during the mentoring sessions. Sharing experiences and best practices between mentors for use in future mentoring sessions. Providing feedback to mentors on their performance, identifying areas for improvement. Providing new tools for mentoring sessions based on the needs identified by mentors. 	<p>The second session consisted of the final monitoring of the whole mentoring process of each beneficiary, and coaching of mentors to carry out the closing session of the process, based on the following objectives and contents:</p> <ul style="list-style-type: none"> Guided review of mentors' experience during the mentoring processes Addressing and managing difficulties, blocks, resistance and emotions encountered during the process Inventory of good practices implemented by mentors Tools for improvement and feedback Methodological guide for developing the closing session and completing the mentoring process Conclusions, questions and answers

The methodology used in Unit 1 combined materials, techniques, resources and tools that included the four learning styles as developed by Peter Honey and Alan Mumford from the University of Leicester. These are:

Active learning: Role-plays, dynamics, case studies, brainstorming, etc.

Theoretical Learning: Theories that support the proposal, contents and resources used. Basic working models for each content. Comprehensive bibliographic database.

Pragmatic Learning: Examples and experiences from actual mentoring cases, working with actual mentoring cases, actual cases of participants or facilitator, discussions for solving cases and problems, and transfer of learning from classroom to everyday life.

Reflective Learning: Videos, dynamics with feedback, debates, exchange of experiences, and Socratic questions.

The mentoring shadowing methodology used in Unit 2 is identical to coaching. The goal is to give the participants the opportunity to share their experiences in the mentoring process with the beneficiaries, whilst respecting confidentiality at all times, to encourage feedback both from other mentors and the facilitator. Furthermore, in order to

foster participation and awareness of learning, the facilitator should use open-ended, general, provocative and Socratic questions to stimulate joint reflection and learning. This training was provided by two external consultants:

All coaches and mentors who took part were Spanish. The educational profile of SEPEPA tutors and mentors is varied. All are university graduates (mainly bachelor's degree in psychology and education, but also law, engineering and economics). Regardless of their university degrees and previous experience, the tutors received at least 60 hours of specialised training in gender-based violence in courses organised by SEPEPA since the start of the programme. This training combined with the training courses which the technicians had already received on their own account. All mentors, on average, had over 20 years of professional experience. The mentors typically worked on people management and with high performance teams.

The work experience of the technical staff working as employment managers at SEPEPA varies between 2 years and 20 years. There is a variety of occupational categories (labour demand managers, labour supply managers, career guidance)

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and a variety of functions in the manager-director segment of an employment office. These were developed in parallel with their providing assistance to applicants who are victims of gender-based violence. Important skills were developed in the areas of communication, teamwork, active listening, conflict resolution, sensitivity to gender and cultural diversity. Labour integration roadmaps were developed, training (briefing and sessions for applicants), management of SEPEPA domains (SISPE, SILCOIWEB), gender-sensitive career guidance were further areas where training was provided.

Many trainer skills were acquired and developed during this training. These included

1. Tools for personal and professional empowerment of technical staff: proactivity, communication, empathy and emotional management.
2. Methodological tools: generate commitment to roadmaps, define realistic and measurable goals, change processes, design and monitor tasks, and feedback tools.
3. Coaching tools, including the identification of those with the greatest impact and better suited for working with women victims of gender-based violence.
4. Changes in the professional role towards flexible working models as enablers of change and generators of confidence.
5. Cross-cutting gender-sensitive approach.

The usefulness of the methodology derives from the assessment conducted by the technical staff. The Women's Institute training methodologies were considered to have the advantages outlined below:

1. More flexible methodology: services and resources better adapted to the needs and unique goals of each user and greater room for professional manoeuvring when working with users who face greater obstacles, resistance and demotivation.
2. Promotes reflection and learning in technicians to achieve professional and personal improvement (self-coaching).

3. Enables a mainstreamed approach to the entire guidance process (beginning, pushing back setbacks, etc.). It is useful for evaluating, regulating, adapting and improving.
4. Encourages a stronger professional relationship of trust with users, as it is a closer, simpler and more natural methodology.

➔ Training of the women who have survived

The aim of the NEW START programme is to benefit the women who have experienced gender-based violence and these trainers then took this training and implemented it. Our implementation of the training with the women who participated is outlined here.

Pursuant to Spanish legislation (RD 1917/2008 of 21 November), the SEPEPA has developed a programme to support unemployed victims of gender-based violence in their social and labour market integration. The programme, which is implemented by employment offices across Asturias, focuses on providing the following resources:

- a) Professional information
- b) Pre-training
- c) Employability training
- d) Participation in mixed training and employment programmes
- e) Intermediation services for job seekers
- f) Support for self-employment
- g) Recruitment aid
- h) Professional networking

Individual mentoring, the "cornerstone" of these resources and their development, ensures the provision of services tailored to the needs of each user to achieve maximum effectiveness and efficiency. The professionals involved in the programme are specialists in gender-based violence and in employment management. In addition to their role in this programme, they also work at SEPEPA's employment offices.

The activities sought to develop “life coaching” processes for each user, covering both generic aspects (strengthening professional profile and improving employability), and those directly related to their integration in the labour market (better opportunities through access to resources and skills development). To that end, 3 possible schedules were established, with objectives, contents and methodology tailored to the characteristics and needs of each applicant. Regardless of the option chosen, and taking into account the initial level of competence of each user, the ultimate goal was to improve personal skills, enable the users, and improve their qualification and/or labour integration opportunities.

1. Training Schedule (1st individual session - Kick off + group session - Consolidation + 3rd individual session - Implementation)

The initial, individual interview identified the users who had clear goals but whose action plan needed to be structured with content (personal, employment and training resources, and active job search techniques) to achieve them. Group sessions were proposed to allow participants to consolidate their interests and clarify their action plans.

After the group action, at least one individual interview (implementation) took place to reformulate the objectives and set out a timeline for the implementation of the individual action plan.

2. Training Schedule (1st individual session - Kick off + 2nd individual session - Design + Group session - Consolidation + 3rd individual session - Implementation)

Following the initial, personal interview, this training schedule was provided to users who needed to identify and build their integration/qualification goals, improve personal aspects, and deepen their knowledge on training resources, labour market and active job search techniques.

Before they attended the group session, they had a second interview to design the goals, and learn about the job market and resources.

The group session aimed to consolidate personal aspects, and enhance their understanding of the job market and active job search techniques.

They then had a third interview to put together the action plan and commit to the implementation schedule.

3. Training Schedule (1st individual session + 2nd individual session - Design + 3rd individual session - Implementation)

This training schedule was available to users who, in the first interview, appeared to already have partially defined goals, and some insight into the labour market, resources and skills needed for an active job search.

They had a second, individual interview to design the implementation schedule for their objectives and action plan. The third interview was for custom-designing the active job search tools (if the user did not participate in the group action) and/or assessing progress in the coaching, qualification and integration process.

All of these training sessions took place between December 2015 and May 2016. The frequency of the activities was tailored to the applicants’ interests and needs, the availability of SEPEPA support and the timing of resources and services for integration into SEPEPA.

Fifty-one women applied to the Public Employment Service of the Principality of Asturias (SEPEPA). The applicants came from various parts of central Asturias. They were supported by 10 Employment Offices as shown below:

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3 Offices at Gijón: Gijón I (8 women) - Gijón II (4 women) - Gijón III (4 women)

2 Offices at Oviedo: Oviedo I (6 women) - Oviedo II (4 women)

2 Offices at Aviles: Aviles I (6 women) - Aviles II (4 women)
Offices at Lugones (4 women), **Langreo** (6 women) and **Mieres** (5 women).

The ages of the women ranged from 21 to 60 years, with the majority of women between 41 and 50 years (37%). Most of the applicants were Spanish. Pursuant to Spanish legislation on gender-based violence, all users were eligible for SEPEPA's program through a protection order, the Public Prosecutor's report and/or conviction of the abuser. This meant that the women were legally separated from their abusers. Most women had basic education, 57% secondary education or formal vocational training and 35% primary education. As for professional experience, the majority had more than 12 months (72%) work experience, and only a very small percentage have never worked (13.7%). According to pre- and post-test results, only 3 users were lacking in self-esteem and another 3 in self-efficacy after the coaching process. Overall, they had poor professional skills, despite their work experience, which was limited and in low-skilled sectors.

The job skills training aimed at leveraging their professional qualifications (caring for people, customer service, etc.) and relational skills (advertising their readiness to enter the job market, communication skills, negotiating work and pay conditions, and strategies for successful job interviews). Generally speaking, there was a shift away from citizens'

participation and leisure activities, and some difficulties in reconciling professional, family and personal life and engaging in active citizenship were encountered. Pursuant to the measures referred to in the Interdepartmental Protocol of the IAM in the Principality of Asturias, we identified: Weak socioeconomic support networks; Needs related to housing, work-life balance (education, leisure activities with children, etc.); and transportation for job search or career development as the most important needs of the women. For improving their employability they needed to:

1. Enhance their personal skills for job searching
2. Enhance their digital and relational skills to improve their employability
3. Improve their professional skills through academic accreditation and training for employment
4. Acquire access to jobs

A need to create new, bottom-up methodologies for a professional-user relationship to enable greater participation of applicants in the mentoring process was also identified during the training

In Spain, the following tools were used in providing the training. Tools were redesigned to increase their usefulness in employability enhancement and job search actions, as required.

Five women were referred to the mentoring processes to assess their entrepreneurial skills and test their entrepreneurial spirit during the coaching process.

Life Coaching Tools

I'm Beautiful

Talking About Me

What's My Line?

How Do I Feel?

Mentoring tools

Future Planning

Employability Assessment Tool

Swot Matrix

Role Play: Job Interview

Personalized CV

→ Results of the Training

The women who participated in coaching and mentoring processes saw improvements in their personal skills (coaching sessions). Furthermore, those who attended training for employment courses improved their professional skills.

Personal skills: communication, assertiveness, problem solving, decision making and time management. These skills were covered from the job search perspective with employment as its core objective, and using strategies to reconcile personal, individual and family life.

Professional skills: employment skills through professional certification, basic academic qualification to access training and, in some cases, through formal vocational training.

Six applicants secured a job during the New Start programme.

Given that the timeline of the jobs offered to the majority of users through mixed employment-training programmes (employment workshops, and municipal employment schemes) differ from the timeline of the coaching process, it is important to undertake an evaluation 3-6 months after the action has been completed. Similarly, the results of the actions (personal and professional aspects of employability) and the training resources provided should be monitored once the actions have been completed.



CASE STUDY CORSICA

Case Study Corsica, France- Sud Concept

→ Who are we?

“Sud Concept” is a cooperative founded in 2008 and located in Corsica. It has developed economic expertise and its activities include: vocational training, engineering; support and evaluation of innovative projects; evaluation of public policies, including social innovation; diagnosis / development consulting; and territorial animation.

Sud Concept’s Orientation/Assessment/Integration department is working in partnership with the French employment agency “Pole Emploi” and sets up:

- Skills and professional capability evaluations: These assessments are aimed at validating skills and matching abilities with a specific trade,
- Employment goal: this course aims to support job seekers to find a sustainable job through intensive and personal coaching in their job search approach.
- Job target: personalized assistance designed to effectively conduct a job search and build a career plan through development of a personal network, knowledge of the labour market, identification of business needs and constraints.

Sud Concept’s business centre aims to promote economic initiatives by enabling project managers to create businesses while learning and taking responsibility for their own activities. Further aims are to better understand the functions of entrepreneurs in real-life situations. Sud Concept’s activities include a coaching programme which is aimed at development of the specific social skills needed by managers (thoroughness in task execution, taking personal initiatives, the ability to anticipate and respond effectively to change, accepting cultural and social differences, leadership,

managing their own emotions, negotiating well with others, being interested in learning new things/ innovating, being able to manage time efficiently, knowing how to develop business strategies, etc.).

Sud concept has significant experience in the field of integration through economic activity. They organise workshops and integration projects, liaise with Intermediate Associations, provide temporary work placements, engineer and support projects (in the areas of strategic analysis, economics, etc.).

→ How were the “Train the Trainer” activities organised?

Sud Concept first implemented upstream work to disseminate initial information about the project and the activities that were to be undertaken. Notably, regarding the piloting, this early communication allowed the mobilising of the strategic partners who contributed to the elaboration of life coaching & mentoring programme guide and to the exchange of best practice. From this a mainstream committee was created which included the following state service associations:

- The women’s rights and gender equality department (DSSCP)
- Centre on the Rights of Women and Families (CIDFF)
- Association working on training, information and research in the field of health & social work (IFRTS)
- Business incubator - Couveuse d’entreprises de Corse (C2E)
- Regional institute for social and professional integration (IRIPS)
- Institute for training and development (IDF)

The mainstream committee members supported Sud Concept to promote and disseminate the training opportunity.

Together we developed the general framework of the NEW START project and pilot activities tailored to the target group of trainers who would deliver the coaching and mentoring tools. The committee, together with the technical staff of the project, were involved directly in the planning and scheduling of these training activities.

By the end of 2015, the training sessions for coaches and mentors were organized with the support of The Women's Rights Department and Gender Equality (DSSCP) and this activity was supported by roundtable discussion events. Two roundtable discussions were organized with the mainstream committee members (2nd of October 2015 and 13th of November 2015). These roundtable discussions allowed us to:

- present New Start project and its outcomes,
- improve the preliminary tools proposed,
- organise the piloting activities for training of the coaching and mentoring facilitators
- allocate participants to training for coaches and mentors

Two sessions dedicated to just the training course alone were organized on 6 October 2015 and 27 November 2015.

Sud Concept translated the New Start first draft tools into French before the training. This allowed the participants to become familiar with the content. Two facilitators and four participants (professionals) were involved and included 1 trainer from Sud Concept, 2 trainers from IFRTS, 1 coach and a director of the CIDFF. Another 3 training sessions were organized in January 2016 and a further 5 professionals were trained: 3 trainers from IDF and 2 trainers from IRIPS. All of these activities were implemented in Bastia. Additionally, 2 training sessions were implemented in Ajaccio (in Oct-Nov 2015) and 3 trainers of IDF-Ajaccio took part in this training.

The participation in the training sessions was free and the trainers/facilitators were selected based on the previously agreed formal profile criteria (e.g. social assistants, teachers,

educators, psychologists and sociologists). Key criteria were their motivation, professional background and education. The training was supported and facilitated by two internal trainers in Bastia and one internal trainer in Ajaccio.

The internal trainers of Sud Concept who conducted the "train the trainer actions" were aiming to provide to their participants with the coaching skills necessary to conduct their own coaching processes and train their coaches. The assessment carried out during the training sessions allowed the trainers and the project staff to acquire some specific skills.

- Coaching requires training, with a focus on the activities for which we want to prepare our target-group and within the framework of the objectives and planned activities.
- The coach is focused on releasing individual potential and optimising individual performance and improving the personal and professional life of each of the participants
- The coach should be able to increase self-confidence, breaking down any self-imposed limitations

All participants in the training of the trainers agreed that coaching is not a solution in itself. It depends on the way it is carried out. The target group for the trainers who participated in this action was different and therefore their interest in the New Start tools was different.

Representatives of CIDFF and DDCSPP underlined that most of tools were likely to apply to everyone and not specifically to women who have been victims of violence, at least not when these women are in the first phase of rebuilding when therapeutic support is what is required. Representatives of the training centres found that these tools could be adapted to their everyday activities of social and professional inclusion for any disadvantaged people (e.g. migrants, vulnerable women, young women with low levels of education in high-priority neighbourhoods, etc.). All of the participants found interesting tools in the tool kit that they could choose and adapt.

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The overall training itself was positively assessed. The participants highlighted that they didn't have any specific supports/products for their coaching activity before and **the support provided to the beneficiary depends on the experience and knowhow of the advisors**. Indeed, coach posture is based on know-being and know-how. Thereby, participants found a great interest in the project and its materials and outcomes. To them, the added-value was in learning about using the coaching and mentoring tools and applying them to assist and support the empowerment of women victims of violence.

The trainer evaluations, after the NEW START training, showed that the following professional skills improved:

- Creating an environment of respect and trust
- Careful analysis of the problem in order to develop appropriate solutions
- Building a special relationship with each member of their team, treating each one as an equal and unique;
- Learning from mistakes and from what went wrong, as well as, from the successes;
- Achieving results by doing and not just by talking;
- Guiding others, sharing knowledge, experiences and values;
- Choosing an on-going relationship with people and not only in the present time.

➔ Training of the women who have survived

Sud Concept implemented upstream work to communicate about the project and its piloting activities. This mobilised the Sud Concept's strategic partners to promote and disseminate the training opportunity and to pilot activities using the developed tools for coaching and mentoring tools with the project-defined public, i.e. women survivors of violence.

Two of the strategic partners were directly involved and they provided their staff to the supporting service and also provided pilot training to their clients. These two partner organisations were:

- **(Partner 1) The Information Centre on the Rights of Women and Families (CIDFF)** which works on two levels:
 - (a) Providing legal information (access to information on rights and to individualised guidance on different topics as labour law, family law, victims, immigration law, etc.)
 - (b) Fighting against all forms of violence against women with the Institute for Training and Development (IDF)

10 women (victims of domestic violence) from CIDFF volunteered to participate in the pilot project and to follow the program of coaching and mentoring implemented by the 2 professionals (previously trained in the train the trainer session described). One trainer was from Sud Concept and the other from CIDFF. CIDFF hosted these training sessions in their establishment in Bastia.

- **(Partner 2) The Institute for Training and Development (IDF)**, in Corsica, which leads in research, support actions and providing training for disadvantaged people. They work in partnership with the French authorities and the immigration offices, employment agencies and the Orientation/Assessment/Integration Centre. This partnership works with the French employment agency "Pole Emlpoi" described previously

31 women from IDF volunteered to participate in the pilot project and to follow the program of coaching and mentoring implemented by the professionals (previously trained in the train the trainer session). These 31 women represented a disadvantaged group who needed support for social and professional integration.

9 women were selected by the IDF centre from Corte, 11 women were selected by IDF centre in Bastia and 10 women selected by IDF centre in Folelli.

These training sessions were hosted by IDF within three of their premises in Corte, in Folelli and in Bastia. For each location, 2 coaches were involved (one from Sud Concept and one from IDF).

IDF, CIDFF and the technical staff of the New Start Project were all involved directly in the planning and scheduling of the training activities. The NEW START training with the women took place from January to the middle of April 2016. Several sessions were organised – both individual and group sessions. There was no obligation on the women to attend the training and the attendance of most of the women was satisfactory.

The first sessions of life coaching training were organised as follows:

- 2nd of February 2016 by CIDFF with 10 women
- 4th of February 2016 by IDF in Corte with 9 women
- 28th of January 2016 by IDF in Folelli with 10 women
- 27th of January 2016 by IDF in Bastia with 11 women

Overall, 41 women have benefitted from the NEW START coaching and mentoring program, and 39 have completed the pathway.

All other sessions were organised depending on the availability of the participants. After each session, they were asked to agree a date convenient for their next session. For individual sessions, each participant made their own arrangements with the individual coaches.

The programme covered by CIDFF was focused only on the personal development tools and not on the Professional Development side of the training. This can be explained by the fact that the women who volunteered for this training were women victims of domestic violence who suffered from psychological trauma and had difficulty in accepting any positive alternative view of themselves. For them it was too early in their recovery process to think about their future professional career and it was more important to learn to talk about their situation and to be helped to have a real overview and understanding about it. Therefore, the New Start tools were incorporated as part of the day to day support program

offered by CIDFF to these women. The Life Coaching program provided was based mainly on the following tools: Talk About Me / Do You See What I See? / How Do I Feel? / Self Esteem And Self-Awareness / Soft Skills: Learning By Playing.

The program implemented with IDF covered both aspects: Personal Development and Professional Development, but it was more focused on training and mentoring. Among the disadvantaged group of women who volunteered, there were women who had suffered emotional abuse and/or physical abuse, immigrants, and women with issues due to difficult social contexts. They had all overcome the first steps of fighting their trauma and were ready to think about their future. The life coaching and mentoring program for these women was based mainly on the following tools: Talk About Me / How Do I Feel? (Personal Development); Radar Of Competencies / Skills Assessment / Role Plays / Electronic Cv / Drawing Up Your Business Plan (Professional Development)

The profiles of the women who attended the training sessions are described next. For the life coaching sessions the ages of the 41 women ranged as follows 14 were between 16 and 25 years of age and 27 women were aged between 25 and 60 years. For the 31 women who took part in the mentoring training 9 were aged between 16 and 25 years and 22 were aged between 25 and 60 years. All of the 41 participants were French and 12 were of Maghreb origin. Marital status of the women varied also. For the life coaching sessions, 17 women were married, 13 were cohabiting, 6 were living with family and had a companion and 5 were single. For the mentoring sessions, 12 were married, 8 were cohabiting, 6 were living with family and had a companion and 5 were single. Of the 41 who had life coaching 4 had no formal education, 17 had primary education and 20 had secondary education. Of the 31 who had mentoring training, 1 had no formal education, 15 had primary education and 15 had secondary education. Of the 41 women who received life coaching, 18 had no professional background and 23 had work experience in a variety of areas including

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Tools used in Corsica for NEW START Pilot Training.

Life Coaching Tools	Mentoring tools
Do you see what I see?	Role plays
Talk about me	Electronic CV
How do I feel?	Skills Assessment
Self Esteem and self-awareness	Business play
Soft skills: Learning by Playing	Radar of competencies
	Wellbeing at work

as cashers/multi-skilled employees in hypermarkets, domestic workers, providers of personal services, working in sales and waitressing. Of the 31 women who received mentoring training, 16 had no professional background, 15 had work experience as already described. The women had many personal skills including being empathic, dedicated, hard-working, sociable, helpful and good active listeners. Their professional skills included good communication skills; they were relationship oriented; they were able to adapt to different environments; they had respect for hierarchy and they were good at time management. Their hobbies included internet, reading, cooking hiking and walking, music and movies.

Their needs included social and professional integration, development of social skills (e.g. emotional intelligence and self-esteem), support from family and friends, a stable place to live, and finding a balance between their professional and personal life. Their goals were to increase and promote their employability, to strengthen their self-esteem, to assess their competences and define a professional pathway, to exchange with other women in the same situation and to share experience and increase their motivation for successful integration, to find a house before they had to leave the shelter. Other goals included obtaining psychological and emotional support, feeling empowered and being informed on access to rights and justice as well as guidance in other areas e.g. legal, professional, social and family sectors.

→ Results of the Training

All participants benefitted from the life-coaching program and improved their self-esteem and self-efficacy considerably based on the measurements of the impact of the programme and using the NEW START questionnaires before and after training results. We noticed that all participants improved these competencies, with the average increase for “self-esteem” being 8.8 points, and an increase of 12.5 points for self-efficacy

Training was practically oriented and made use of interactive training methods with the participants being actively involved. 31 women have benefitted from training and mentoring. Among these women we registered 2 abandons, but the remaining participants have stated feeling that their entrepreneurial skills were enhanced. It is more appropriate maybe in our case to speak about development of a sense of initiative and entrepreneurship. (SIE) that is defined as an individual’s ability to turn ideas into action. The tools were addressing creativity, innovation and risk-taking, as well as the ability to plan projects in order to achieve objectives. The benefits of entrepreneurship education are not limited to boosting start-ups, innovative ventures and new jobs. Entrepreneurship is a competence for everyone, helping people to be more creative and self-confident in whatever they undertake.

Other tools, focussed on self-assessment and support for job seeking, helped to improve the employability of these women (elaboration of CV, letter of intent, websites specialised for job offers, simulation of job interview, etc.)

One of the most appreciated tools was “wellbeing at work”. The women worked on professional identity through the collective painting as part of a process of animation-creation. The overall program also relied on an effective inquiry processes on misfortunes and issues: an analysis of societal processes. The training sessions conducted within the group have enabled the participants to share and to enhance the thoughts, know-how, and expressions ... as opposed to their prior lonely situations.

Competences acquired included:

- Self-Esteem
- Ability to identify one’s personal strengths and weaknesses
- Ability to use techniques for self-motivation
- Ability to act proactively and respond positively to changes
- Ability to speak within a group discovering various forms of expression (oral, written, artistic media: painting, sculpture, sign, ...), to bring out emotions ...
- Development of self-confidence, trust in others and in service
- Ability to take part in a process of (self) assessment: identify one’s difficulties / resources / potential
- Ability to acknowledge one’s own limitations, both professional and psychological, Ability to make proposals related to a job, to become an agent of change
- Able to take an active part in one’s professional development (team meetings, trainings ...)
- Ability identify one’s own field of intervention in particular with regards to the others
- To be able to organize one’s own activities within the team by taking into account the service activities planning

29 women from 31 who participated in the to training and mentoring program improved their employability by working on their own CV/cover letter and by building a personal action plan to access the labor market. Their professional integration is also facilitated by the development of non-technical skills mentioned here above. 4 women out of 29 have found a job, one month after the training. This is a successful result for our coaches. We should mention also that 5 women out of 29 have integrated professional training within the IDF center. For the other women, the positive impact is that they feel more trustful even if following our last enquiries they are still looking for jobs.



CASE STUDY IRELAND

Case Study Ireland - Hincks Centre for Entrepreneurship Excellence, Institute of Technology, Cork

→ Who are we?

The Hincks Centre in the Cork Institute of Technology, in Ireland, has extensive experience in the area of enterprise and entrepreneurship development, with a particular focus on female entrepreneurship. This project looks to address the needs of women recovering from domestic violence and to include training which supports and develops skills in looking for work or even to develop entrepreneurial skills to generate extra income. The Hincks Centre benefitted from this Daphne III NEW START project which enabled them to develop and implement enterprise and entrepreneurship training for this cohort of women. This has extended its experience in modification of entrepreneurship training for specific cohorts. The training benefitted the women by making available amended suitable existing materials based on current research in the area of entrepreneurship and access to employment or generation of extra income and amalgamating this with the existing outreach personal development programs currently available. The result was a ten week course that was positive for the women who participated and resulted in them exploring their options in the areas of entrepreneurship, employment, voluntary work and further education.

→ How were the “Train the Trainer” activities organised?

While CIT and the staff involved in the New Start project have extensive experience in developing and delivering entrepreneurship programmes for a female only audience, they are lacking the trauma and domestic violence support skills and the necessary experience to be the sole providers of

training to survivors of domestic abuse. Extensive consultation took place the umbrella organisation in Ireland who deal with gender based violence (GBV), Safe Ireland, and with their training consultants. They recommended that CIT identify an outreach service provider working with a cohort of women in a post crisis/post-vention scenario to offset their direct lack of experience with GBV. The New Start programme that we piloted in Ireland is the first step in providing a formal programme that builds on current offerings to move survivors along a continuum towards social and economic independence.

Therefore, a multi-disciplinary co-operative team training approach was proposed to combine the expertise of support of women survivors at the outreach stage and current best practice in entrepreneurship and employability training. The outreach service provider selected was YANA (You Are Not Alone) domestic violence project in Mallow, North Cork. The reasons for this selection were as follows:

1. The support services provided are post crisis and post refuge i.e. post-vention.
2. YANA had provided a 12 week Pattern Changing programme to a group of women who expressed strong interest in taking part in the New Start program when their Pattern Changing course ended in January 2016. The Pattern Changing programme focuses on the woman herself and her own power to change the course of her life. Its goal is for women to begin to understand the problem of abuse and its realities for the entire family, to become aware of their lifelong patterns, to set realistic goals and to learn techniques for developing new patterns of their own choosing. At the moment in Ireland, there is a sharp cut-off in service and support provision for women who have progressed up to and through the Pattern Changing programme.

3. CIT staff were able travel to YANA to provide training. This allowed the participants to feel safe in the training venue and allowed for easy access to the training.
4. YANA were open and willing to participate in train the trainer actions and to train the women using a multi-disciplinary approach.

Throughout the trainer/mentor training, the focus was on developing the trainers' individual skills, as well as, designing a programme based on the needs of the women who were completing the Pattern Changing programme. This training was supported and facilitated by two external trainers: a member of Irish Council for Psychotherapy and a member of Safe Ireland consulting team for research, strategy and policy work on domestic abuse, a former development manager for Safe Ireland and Women's health development officer with the Health Service Executive in Ireland who also holds a master's degree in innovation and entrepreneurship.

By working together on the training course materials, the YANA trainers were able to support and upskill the CIT trainers in the area of supporting women who have experienced domestic violence and the CIT trainers were able to provide the support and upskilling around the enterprise and entrepreneurship sections. One external consultant, who had experience in both supporting women recovering from domestic violence and who was also experienced in the area of entrepreneurship, worked with the four trainers to develop an outline ten week course. The trainers then took this outline and looked to select and develop the relevant tools to support the training course. As the course outline was completed, the second external national expert in the area of GBV reviewed the course outlines and some of the materials and made suggestions as to what could be improved and to assisted in improving the flow of the training materials.

All of the trainers were educated to postgraduate level in third sector management, education and business disciplines. Overall there is a range of experience from refuge centre

management, domestic violence support and training, business and entrepreneurship training and research expertise. Other skills included Communication, networking, listening, support skills, training, domestic violence support, research, education, business and entrepreneurship

At the end of these trainer training sessions, all of the trainers felt that their skills and knowledge had been improved and this was borne out by the subsequent trainer evaluations carried out. The business/entrepreneurship trainers were more cognizant of the language, terminology, dress and approach appropriate for domestic abuse survivors. The domestic violence support trainers were more cognizant of the additional support structures and agencies available to women when they are ready to move on in terms of employment, self-employment, further education and/or volunteering. Both sets of trainers feel they are equipped with additional training, coaching and mentoring tools and skills that can be transferred to subsequent groups or in other training contexts.

An initial outline of the training programme for the women participants was devised during the train the trainer sessions. This initial programme kept in mind the needs of the women, the overall objectives of the New Start project and the tools available for testing in the New Start tool kit. In some cases, additional tools were identified for development such as the 'Wheel of Life', 'the NEW START Tree' and 'Who is Daphne?' For the pilot actions, we chose to have all four trainers participate due to the untried nature of the material and to maximise the learning outcomes for all of the trainers.

➔ Training of the women who have survived

A ten week program was provided by the trainers to a group of women who had completed the Pattern Changing training programme. Where 14 women were met by the CIT trainers during the pattern changing programme, 8 of these women signed up to do the NEW START program developed with the aid of YANA and the SAFE IRELAND recommended consultants.

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The women all signed a consent form before starting the training.

The profile of the women was that they were all mothers, they ranged in age from approximately 35 to 65. Five of the women were also grandmothers. All had experienced gender-based violence and all expressed an interest in 'moving on' with their lives and saw this course as helping with that. One of the eight women had a learning difficulty

and while this was not apparent, she expressed this openly during the course. One woman was compelled to leave full time education when she finished primary school. One woman was still living at home and caring for her partner and the other women had successfully separated from their abusive partners. However, some were still in the processes of sorting out issues and some classes were missed due to court attendances, etc.

The course developed followed the outline below

Week number	Topic	Relevant Tool(s)
1	Introductions, Communications, Personal goal setting and action plans	Future Planning Wheel of Life and SMART Goals
2	Pre-program evaluation. Identifying positive traits/ linking traits to skills/ Linking skills to goals.	Positive Personal Qualities and Work Skills Skills worksheet (this feeds into CV building)
3	Building personal networks	Building Networks
4	Sourcing and researching job/volunteering / Further education opportunities	The NEW Start Tree Sources of Information
5	Employability/Volunteering/Further Education CV Prep and Emails CV prep	CV Amalgamation Overcoming obstacles
6	Employability/Volunteering Interviews - types of interviews, preparation, role-playing.	Cover letters and start of Interview Preparation STAR technique and sample questions
7	Role play for interview and Enterprise Skills Development before visit to the enterprise centre in CIT	Role playing interviews and Identifying entrepreneurial skills Idea Generation Idea Evaluation

Week number	Topic	Relevant Tool(s)
8	New START Trip to CIT and Dress for Success	Visit to the new business incubator centre and to women's employability not-for-profit organization 'Dress for Success' in the afternoon.
9	Money and Budgeting	Reintroduce Daphne and two budgeting scenarios. Handout budgeting templates
10	Bringing it all together. Program Evaluation and Feedback Final Presentation of Certificates	The Wheel of Life Exercise Program evaluation forms

There was a great benefit in confidence for these women in knowing that this course was being co-presented by CIT, a third level educational institution. The women who took their folders home, indicated how great they felt walking down the main street with their college folders under their arms. There was a similar benefit when we gave them CIT covered notebooks to keep their notes in. Where possible we noted that some of the material we covered is included in the third level business Courses in CIT.

Notes from the training

We had a regular attendance of 5-6 women each week and we had the full eight women attend for two weeks in a row and seven for the last two weeks. School holidays, illness, hospital visits, planned trips away and court appointments were some of the reasons for non-attendance. The women kept to the ground rules and phoned in when they could not attend.

Some of the women did not take the folders home with them. This meant that homework did not work well for them. For example, the modular approach to the CV meant that they did not have the worksheets completed when we came to do the CV. Instead we used a blank CV template and they filled in what they could from memory, as a starting point for these women.

With the good steps forward, there was still the fear of being happy and successful. This appeared to occur at the 'Talking About Me' exercise and when the women saw their CVs typed up with all of their skills for the first time. Time was and is needed for the progress made to become embedded with them. Some of the women acknowledged that they really wanted to move on but one woman could still feel the effects of the violence 26 years later.

One woman spoke of the difficulty she had in coming back into the class when she had missed a week. She indicated that she nearly didn't come as she felt she would be too far behind. She indicated that she was glad that she didn't give in to the feeling. One woman felt that one day when she was upset and overwhelmed that she shouldn't be in the class.

As five of the eight women are grandparents, their main aim was to volunteer rather than go back to work. Because of the focus on CVs and on interviews during the middle part of the course, they believed that they shouldn't be on the course. They worried that they were there under false pretences. We reassured them that the intention of the course is to work with women, exactly where they are at, and that the CV and interviews were intended to boost their confidence so that they could better achieve whatever goals that they set themselves.

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The highlight of the training for the women was the class trip which was organised for week 8. Week by week the training had progressed towards the employability skills. The class trip gave the women a day outside of their normal environment where they got to see the entrepreneurship 'ecosystem' in Cork Institute of Technology and to visit in the city centre with a charity (Dress of Success) that work with women looking to get back to work.

➔ RESULTS of the Training - Steps in Confidence and Self-efficacy

Each woman had set their own goals as part of the first week of training and endeavoured to take steps to achieving their goals through the weeks. The following are examples of the steps taken.

One woman went to the local library to find out about terms of computer access for the group. This lady missed one week to go to travel on her own to England to visit her son. She indicated that it is only now that she realises how much fear she had and that this fear is slowly leaving her. This lady has had health problems in the past few years. She is open about the fact that her main problem is loneliness, particularly on Sundays and at holiday times.

One woman after the information gathering session enquired with citizen's advice about her welfare entitlements. She then went to the welfare office and was able to negotiate an extra amount every month that she was entitled to. She was really delighted that she had accomplished this by herself. The YANA trainer was surprised and indicated that she would have considered this step to be well outside of her comfort zone. This lady is still living with and caring for her abuser. She related her success and it was an inspiration to everyone in the group. Her goal was to get a room done up in her house and as she was short of money she painted the whole room herself and was very happy with the result.

One woman planned to get her stairs redecorated and the woodwork painted white. She stated that 'He would never let me. He only liked dark wood. But I am getting it done'. She also phoned up to enquire about a start your own business course. She was unable to take up this course at the moment as it would have interfered with social welfare payments but she then went and enrolled in a night class to learn about alternative health treatments. The trainer from YANA was surprised at how well she managed on the phone and how confident she was doing this. This lady was particularly affected when she saw her CV typed up. She had never had a CV before but she confirmed that they were happy tears. She got a shock when she saw how good her CV looked.

One lady went to the open night in the local college. She stated that this was a big step for her but she didn't feel ready to sign up to a course. She is planning to do a first aid course with a friend to try to get started with learning. This lady was delighted with her CV. She had never had a CV before either and said that her friends were now sick of her showing it to them. Before the end of the course she had signed up to the on-line training course and was working independently on the NALA (National Adult Literacy Agency) online training in literacy and basic IT skills.

One lady reported that she was now more aware of signs and notices looking for volunteers. She is hoping to spend some of her free time volunteering.

For one lady, who wants to volunteer, the benefit in the course was that she was able to talk to her grandson about applying for jobs and about what she had learned about doing CVs and doing interviews.

One lady is still regularly in court and she felt she missed out on some of the classes. She indicated that the course was very positive and it has made her see herself as a person of ability and skills again. She indicated that the approach was good and very positive. She indicated that she has looked at

it a few times and has trouble believing that she has actually done everything that is on it. It is about looking at what you can do and she was very grateful when she received her typed up CV.

Overall, the feedback from the women on the course was extremely positive. The women are investigating forming a women's group outside of their outreach provider YANA. The feedback from YANA was that the training had 'exceeded expectations' and that expectation was high from the outset. The third-level trainers, who had no previous experience in the area of GBV, felt it was a privilege to learn from and share the joy of these women on completing the milestones during the course. YANA have indicated that they would like to run this course when they have sufficient numbers who have completed the Pattern Changing programmes again. They are investigating doing this with the existing employability training agencies in Ireland.



CASE STUDY BELGIUM

Case Study Belgium - Le Monde des Possibles, Liege, Belgium

→ Who are we?

Le Monde des Possibles (MDP) was founded in 2001 to promote services and integration for all immigrants and their families regardless of their immigration status in the East of Belgium, mainly in the city of Liege. They actively promote: access to literacy, ICT and programmes for French as second language, social & legal services, civic engagement, legalisation, freedom of movement in the EU, and reunification with family. MDP works to achieve this mission of immigrant rights through intercultural popular education building grassroots leadership, providing assistance with free immigration legal services, promoting community education and training in French as second language, and organising to empower immigrants.

Each day, MDP work:

- On a front line basis aimed at supporting the fundamental rights of migrants in the east of Belgium (in Liege province) with literacy in French as second language and ICT programs. They believe that empowered relationships may emerge between people by crossing public and individual claims. They implement various local initiatives and also consider the unemployed, seniors, women and youth (transversal approaches)
- On a second line basis they are dedicated to European projects inspired by what they experience on the front line in a multiplier approach.

The popular education methodology they propose provides an opportunity to allow immigrant communities to not only participate in, but to lead a community-based process, and to give voice to their own experiences and claims for

fundamental rights. While Liège is often perceived as an immigrant-friendly sanctuary city, participants in the French as second language literacy programs reflect a different reality. Many immigrants are trying to find a job and housing in an expensive city. The warm welcome of Liege is sharply contrasted with the lack of access to city resources and the extension of the federal restrained conception of asylum.

The main objectives of the MDP non-profit organisation are:

- To identify the needs and concerns of immigrants;
- To provide French as a second language courses and ICT literacy programs from Monday until Friday 9am to 4pm each day;
- To propose, contribute and to respond efficiently to inform and develop relevant city policies and practices among all stakeholders;
- To increase civic and social participation of disenfranchised immigrant communities in diverse projects ;
- To strengthen local government's accountability to their immigrant constituents;
- To recognise the diverse contributions of Liège immigrants and support solidarity actions;
- To support cross cultural understanding and inclusion;

→ How were the "Train the Trainer" activities organised?

The main motivations of the training of the trainers were to promote the sharing of resources among a wide-range of migrants service providers and community-based organizations and then to empower refugee and immigrant women through training for interpreting service skills. Since 2001, we are facing the lack of a gender equality dimension and no consideration of migrant women in the Belgian labour market. 'Deskilling' is often reported by our training participants as the only way to find a job, often only a part-time one. The different levels of state in Belgium, with

their different conceptions of migration policies in different regions, fail to recognise the rights and needs of migrant women. For example:

- A lack of recognition of their skills which were certified outside the EU.
- Guiding them into jobs where their qualifications are not used (e.g. domestic sector, cleaning and care services, etc.).
- A lack of access to training which provides recognised qualifications taking into consideration their family and maternal co-responsibilities with males.

We implemented the trainer's workshops between September 2014 and December 2015 in MDP. The impacts of recent migration flows into Europe have been felt and they highlight the necessity to foster energies and to try to find a solution to accessing the job market for migrant women. **We planned to found and implement an interpreting service as a part of the solution and to develop best practice for this.** Many migrants don't speak one of the 3 national languages of Belgium, and find availability of an interpreting service continues to be a significant problem to access legal services. These following points identify some of the needs we are trying to address:

- No interpreter available for a particular language.
- Inaccurate interpreting rendered by the hired interpreters.
- And/or lack of awareness of the service providers and service recipients of how to access interpreting services and how to communicate with migrants.

The major issues for immigrant women who work with MDP include:

- The difficulty to have their interpreting needs recognised, coupled with the lack of available interpreters.
- The difficulty for the local employment offices to recognise immigrant cultural needs and their (non-formal) settlement experiences.

The New Start project in Liege promoted an integrative approach which worked on multiple fields (employment, violence against women, working conditions, participation in public and political life, lobbying for improvements in immigration and asylum policies, articulation of fundamental rights, etc.). In 2015, the trainer activities aimed at helping the staff of MDP to provide a service that takes into account the diverse needs of migrant women. In 2016, we planned to train local sociocultural actors and bring partners together to develop local and regional strategies. We hoped this process would in turn facilitate resource mobilisation for the implementation of an interpreting service, on the local level at least.

The trainer actions we proposed were dedicated to the essential roles migrant women play in the labour market. It is not a secret that they are segregated compared to non-foreign born women. The interpreting service we wished to implement tries to fight against a traditional women's role (e.g. in domestic work and as care workers in households) which limit the personal rights and potential of these women and renders them dependent on their husbands. Our programme of New Start training took into account access to the workplace (or tried to create this access) and professional recognition. Supported by the European Social Funds for 2016, we think such an interpreting service could singularly inspire changes in current legislation and be a good practice to improve labour market participation of migrant women. We are convinced that this kind of initiative could be adopted more widely within Europe.

Our trainer actions were opportunities to consider the areas of:

- Access to labour market through organising work placement in self-entrepreneurship qualified by interpreting skills.
- How to enhance CVs and those skills which were not verified by a recognised certification or job contract.

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- How to provide highly qualified interpreting skills fitted to sociocultural and health sector needs.
- How to bridge the gap between potential employers and migrant women who want to become autonomous.
- Consideration of a role for older migrant women to help younger migrants.
- Developing collective actions to claim to their rights, promoting intercultural actions that seek a better application of fundamental rights.

Three trainer actions were carried out:

- 1) A conference on interpreting (led by a CNRS, lecturer at the Institut National des Langues et Civilisations Orientales (Inalco). She brought all of her experience and specific skills in the interpreting field. She understood our expectations and our questions and was able to provide her expertise.
- 2) Specialist training in ethics in the interpreter profession by a trainer at ISTI (Brussels). who has a Master's degree in English-French-Dutch translation. This trainer works in Bruxelles-Accueil (this is a translation and communitarian interpretation service for francophone and bilingual services in Brussels), recognised as a "good cause" by the Fondation Roi Baudoin. Through his experience, he was able to present practical and problem cases to initiate a reflection with all participants. We can now take the achievements of this training and communicate it to other groups.
- 3) A moderator in the field of women' rights and gender issues in in society brought us concrete tools to raise awareness of the gender differences present in society. We can now disseminate these tools and the activities learned during this training. We organized other training, in 2016, aimed at developing a sociocultural network of the Belgian French Community.

One trainer had a Ph.D. in African linguistics, laboratory phonetics, conference interpretation (ESIT) Higher Institute of Translators and Interpreters, had a Master's degree in French-English-Dutch translation and was also a lawyer. One trainer was a University lecturer, a translator, a conference interpreter and a Translator /Interpreter at Bruxelles Accueil Animator at the **Fédération Générale du Travail de Belgique Promotion & Culture -asbl d'Education Permanente**.

These trainers enabled the development and enhancement of skills, in both personal and professional areas. Personal skills developed included cross-cultural awareness and cooperative communication. Professional skills included collective intelligence, coaching for personal and social change, training new candidates and how to take care of written translations.

The post-assessment of the New Start session in the last trimester of 2015 and the 3 trainer actions listed raised some issues which were incorporated in the 2016 professional training. Migrant women who want to integrate into the labour market experience indirect discrimination, not only from employers, but also, from institutions in terms of assistance and support services they receive. The non-recognition of the skills obtained outside the EU is a huge handicap. This is why we are trying now to create our own job-oriented service dedicated to interpreting services.

We were also invited to define specific tools related to the linguistic approach followed. These were:

- An introduction to interpreting theory
- Ethics / deontology
- Interpreting practices
- Lexical and semantic fields of the professional sectors where we could supply a service.

Both our trainers and the participants pointed out difficulties for migrant women to access the labour market and interpreting services:

- Highly skilled male migrants dominate the recruitment potentialities in the migration flow. Women's opportunities to migrate are often more limited than men's. Women are often restricted to less well remunerated jobs or the job opportunities are filled by EU migrants who replace migrants from third world countries.
- Women migrants are often limited to the status of, what we call in French "femme de", or in English the "wife-of" and they are only considered as the spouse of a male, and are therefore dependent on him. In some cases, it is quite difficult for them to improve their skills or even to enrol themselves in training, such as the New Start. Furthermore, their residence permits are often legally based on their marital status. If they want to divorce, they become illegal immigrants and they risk deportation. If migrant women, who gain their residence permit by their marital status, are experiencing domestic violence and want to divorce, it means they become undocumented. This situation directly impacts their autonomy.
- Migrant women are not unskilled. The last migration flow of Syrian people, for example, confirm high levels of education of the migrants but also this is the case for other communities. They are often better educated than locals. We deplore to see that despite high qualifications they end up in jobs below their skill levels. Even amongst highly qualified women, we find many that are required to take up low skilled work because their diplomas are not recognised.
- Over qualification is also identified in the New Start project participants especially in non-highly skilled jobs. This is due to ethno-stratification of the labour market which reduces the opportunities for migrant women to be recognized in their skills, competencies, talents and rights. The local regional job offices often propose only subaltern opportunities because unemployed migrant women are black (administrative violence).

➔ Training of the women who have survived

The aims of our NEW START training with women survivors of GBV at MDP was to train women to stand back from their own personal situation, have concrete benchmarks in terms of social information, and to strengthen their self-confidence. Once these goals had been reached, the women were then in a position to care for other migrant women who needed support in taking certain steps or who simply needed to be listened to within an empathetic dialogue.

Our methodology was based on a **collective approach**.

The group of women were selected as they shared similar situations in terms of background or feelings and this helped to provide interdependence and solidarity between all members of the group.

A **cross-cultural communication** approach provides an awareness of viewpoints, an openness to understanding others and allows professional skills development in cross-cultural negotiation.

Last, but not least, our methodology is based on **popular education**: exchange/creation of good awareness-raising practices, which can be used by migrants for improving the level of social and cultural understanding of newcomers and Belgian citizens.

Our New Start project is composed of 212 hours spread over five transversal modules.

For the strand "Personal Development":

1. **Empowerment (60 hours)**: these sessions aimed to strengthen self-confidence and to promote independence and awareness of personal assets and resources.
2. **Useful information (20 hours)**: contacts and references in case of violence.
3. **Collective project (36 hours)**: participation and co-construction of collective actions in the context of the struggle for women's rights.

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For the strand “Professional Development”:

4. **Social economy (60 hours):** theoretical and practical skills for community interpreting and tools for entrepreneurship.
5. **Citizenship subjects (36 hours):** theoretical contributions on topics such as housing, health, and work, in order to put their interpreting skills at the service of Liège socio-cultural structures.

These activities took place in two sessions: the first from September 30th, 2015 to December, 18th 2015: 9 women received life coaching and mentoring skills training, and from January, 11th 2016 to March 25th 2016: 8 women received life coaching and mentoring skills training. In all, a total of 212 hours was spent on training. Each session was organized in “Le Monde des Possibles” (97, rue des Champs - 4020 Liège) and other locations were visited for the purposes of gathering external information.

17 participants were involved in the Pilot Actions. The training program at le Monde des Possibles was aimed at any woman sensitive to the rights of women, who had experienced some form of violence (physical, psychological, administrative, etc.) or any discrimination as a woman. The only fundamentals was to have an A2 level of French (established by the CECR).

Of the 17 women trained, sixteen of the women were between the ages of 16 and 25 and one beneficiary was between 16 and 25 years of age. As regards nationality, 6 of the women were Moroccan, 4 were Belgian, 1 was Italian, 1 was Russian, 1 was Afghani(a refugee), 1 was Nigerian, 1 was Rwandan and 1 was from Cameroon. As regards marital status: 6 women were married/cohabiting, 6 were divorced/separated, 3 were single and 2 were widowed. Their education backgrounds were as follows, 1 had primary school education, 1 had lower secondary school, 6 had upper secondary school, 1 had first stage of tertiary education and 8 had post-secondary non-tertiary education. They all had work experience and the fields of work varied and included

air-hostess, manageress, saleswomen, receptionist at a garage, laboratory technician, cleaning woman, household chores (technician surface), healthcare aide, apprentice as pastry chef, babysitting, secretary, physical education teacher, nurse, childcare assistant and daily newspaper journalist. Their combined personal skills included being motivated, determined, ambitious, reliable, good informatics skills, being patient, friendly, modest and good learning skills. Their professional skills included good team-working skills, able to adapt, language skills and good organization skills. Their combined hobbies included travelling, going out, make-up and beauty, festivals, cinema, sewing, taking care of children, giving Arabic lessons, taking care of the house, NEW START training program, Citizenship training, learning new things, sports (e.g. dance, badminton, swimming), being with the family, reading books or newspapers, cooking, shopping, watching movies, listening to the radio and writing short stories.

Their generic and specific needs were to learn or improve their French language abilities, to learn new information about how to live in Belgium, to make new friends and build new relationships, to help others (community interpretation), to feel more confident and improve themselves, to find work, to help and be helped and to provide help for people who need expertise. Their Goals included finding work and support for accessing the labour market, to improve their confidence, to improve their knowledge base and to allow them to acquire new skills.

The Tools used by MDP in the training with the women participants included

Life Coaching Tools	Mentoring tools
Expectations Of The Participants	*The Tree Of Life
*The Ropes	*CV And Career Project
*The Hand Of Knowledge	*Knowledge Exchange Workshop
*How Do I Feel?	Refresher Informatics Course (Bringing Skills Up To Standard)
*I Am Beautiful	*Writing Of A Cover Letter
*Talking About Me	Personal Interview With Social Worker

* = Tool from the Toolbox

The above tools from the toolbox were used and supplementary training materials used are described in the following table.

Life Coaching Tools	Mentoring tools
Cultural shocks and sensitive areas Analysis and research of the daily press Introduction to gender equality	
Writing workshop and theatre workshop : collective project Citizenship themes (accommodation, health, the employment contract, social services, tax and sorting out of waste, right of residence, the federal structure of Belgium)	
Development of critical thinking after watching the films (Desert flower, Much loved)	
Attending conferences and colloquium : Women, work and collective resistance	
Intercultural communication : role playing game Training in community interpretation (accommodation, health, the employment contract, social services, tax and sorting out of waste, right of residence, the federal structure of Belgium)	

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➔ Results of Training

The tools developed for the life coaching activities were relevant for the women. At the end of the training, we can say that the self-efficacy and the confidence of all women were improved. One of the collective projects is a good example: the women planned and produced a theater performance together - thanks to their self-confidence, and they went on stage and performed in front of an audience of more than 70 people!

The tools helped the women to strengthen their personal and professional skills in particular their self-esteem, self-confidence, communication skills and decision making. They had space to talk and to reflect about their own lives and professional projects, without the stress and pressure from the job offices. They had the opportunity to plan short, middle and long term projects. Thanks to the group's confidence, they could explain their motivation and their wishes.

The mentoring activities helped women to empower themselves and to gain knowledge in the knowledge exchange workshop and in the citizenship topics. The mentoring also offered the chance to write a CV and a cover letter.

The women improved their personal and professional skills due to the fact that all the tools used were adapted to the needs of our specific target groups and all our tools were built with a collective and a collaborative dimension.

On our pre- and post- evaluation scales, some of our questionnaires have a negative score at the end of the training. This could suggest that these participants have not evolved positively throughout the training. These negative results also caused us to wonder and we wrote an explanatory note about it here below.

- First, as found by other partners in NEW START, the language level of the questionnaires is very complex for our target audience of women migrants. It presents a

range of linguistic subtleties to our participants whose mother tongue is not French.

- Our target participants sometimes live in precarious situations in terms of their status, administrative procedures, and privacy which means they cannot respond impartially to a question such as: **"I am confident that I could deal efficiently with unexpected events", "I can always manage to solve difficult problems if I try hard enough" or "how are you at managing money? / being able to solve problems?"** It seems that the questionnaire does not reflect changing attitudes and sensitivities of the experiences of each person. After two training sessions, we noticed real changes in terms of self-esteem and self-confidence and these questionnaires are not able to describe, reveal or take it into account. We think that this type of survey would benefit from being expanded especially for trainers who work with women who are similar in profile to the women we trained. Another more appropriate questionnaire for such partners should be developed.

For example, we decided to use a different tool to assess the evolution of our participants. We used participation in a writing workshop. Participants were asked to fill in a canvas and write a poem. This poem was a personal choice of words, sentences, expressions reflecting feelings, desires, and needs, specific to each participant's aspirations. These poems were an invitation for the person to talk about how she perceives herself.

Furthermore, we set up our own evaluation (before, during and after the training). At the first session of the training, we asked everyone to know what are their **needs and expectations** in this New Start project. Then a mid-term evaluation is organized at the middle of the training. Several questions have been asked such as: **"Does the training meet your expectations / needs? Yes-No. Explain.** Do you have other expectations/ needs? Yes-No. Explain. Are there some points/subjects that you would like that we work more or less

on? Is the order of the training sessions okay of you?" Finally, at the end of the training, another questionnaire is proposed to ask to the participants their personal feelings and how they would evaluate the training received.

The collective dimension is completely hidden in the questionnaires. In our training, group support has an important place in terms of motivation, building up the projects, discussions and support in the daily life of the participants.

All 17 of the women attended the mentoring sessions. In these sessions, all of the women created their own electronic CV and they also drafted a cover letter. For some of them, it was the first time that they had made a CV or a cover letter.

4 of them obtained temporary jobs: two as volunteer workers, one as a housekeeper, and one as a child care worker.

We would like to raise the point that, irrespective of the women's motivation and wishes, their residency status and the legislation on the right of residence, restricts their access to the job market and restrains their employability. Furthermore, currently the labour market offers a lot of precarious jobs that are sometimes the only employment prospects available for these women, however highly educated they are.



CASE STUDY ITALY

Case Study Italy - Promidea, Italia

→ Who are we?

Promidea is engaged in specific actions relating to the combating of the trafficking of women and in providing assistance to victims of sexual exploitation. Promidea consider this to be a very specific form of violence to women and moreover a very common problem for female migrants arriving in Italy from different countries and welcomed into the numerous centres of first and second hosting in our national territories. Promidea works at regional, national and European levels on a wide variety of projects and activities to promote new models for cultural and work inclusion. Their activities are related to the following areas: counselling and guidance services for job searching; psychological support and motivational patterns; counselling and mentoring for disadvantaged people (especially through the management of work experience programs); vocational training courses; and study and research (e.g. surveys, reports or a series of publications of analyses reports).

The following are examples of projects at Promidea:

- **SPRAR Centres** Promidea has managed different projects within the SPRAR System. SPRAR projects provide for the integrated reception of applicants/beneficiaries of international or humanitarian protection and for the distribution of a range of integrated hospitality services (from the distribution of board and lodging information services, support, assistance and guidance), aimed at their integration into the local community.
- **Project North Africa Emergency.** From 2011 to 2012 it collaborated on mediation and legal advice for the guests of four reception centres.
- **Alba Chiara** A project aimed at encouraging the coming out and the social integration of immigrant women, victims of trafficking for sexual exploitation, in the interprovincial areas;

- **“Incipit” and “Incipit 2”, “Eleutheria” and “Eleutheria 2”** Calabrian projects aimed at strengthening social actions for migrants, victims of trafficking and exploitation;
- Project **“Malika - Providing services in cases of gender-based violence for refugee women who are seeking asylum** “ This project was financed by the European Commission under the Daphne 2000-2003 program for supporting the women refugees and asylum seekers, victims of violence and persecution

→ How were the “Train the Trainer” activities organised?

The training sessions were organized with the support of the Regional Council of Calabria Social Assistants order called CROAS Calabria (Consiglio Regionale Ordine Assistenti Sociali Regione Calabria). The collaboration aimed to train interested members of the CROAS order in a specified coaching and mentoring pathway, while recognising the trainers’ existing learning and experience. Following the submission of a formal agreement, CROAS supported Promidea to promote and disseminate the training opportunity into the general framework of the NEW START Project and began pilot activities aimed at the target group using the coaching and mentoring tools.

A representative of the CROAS order, together with a second trainer and all of the technical staff assigned to the project, were involved directly in the planning and scheduling of the training activities,. The participation in the training session was free and the profiles were selected based on formal criteria agreed upon (e.g. being social assistants, junior and senior, teachers, educators, psychologists and sociologists) and according to motivation, professional background and education. The effectiveness of the pathway, focused on the realisation of the following sessions of coaching and mentoring to women victims of violence, and expected a

minimum of 10 attendees. All the training activities for the trainers took place between the 27th of August 2015 and the 10th of September 2015 with three hours of training a day for a total of 30 hours.

The training of the trainers was supported and facilitated by two external trainers: 1) a senior social assistant with experience as a manager of the training and planning areas of ISAS; and 2) a trainer/tutor at the UNICAL University of Calabria who is a qualified Psychologist and Psychotherapist. Two internal staff members also attended: 1) a senior trainer and the Manager of Research in the Promidea Cooperativa Sociale and 2) a technical advisor of the project and coordinator of training in the Promidea Cooperativa Sociale. Ten participants benefitted from the training sessions, of whom nine were social assistants and one was an educator.

The observation and assessment activities carried out during training allowed the trainers and the project staff to realise some specific skills for each participant and to identify which trainers were most fit by virtue of attitude and competencies to deliver some specific tools instead of others. Accordingly, it was possible to distribute the profiles of attendees to the two main areas of the training: 1) The personal development area and 2) The professional development area.

The overall evaluation of the training provided was positive taking into account the objectives achieved in terms of new abilities learned in the coaching and mentoring tools which were to be applied in assisting and supporting a recovery process for women victims of violence. Each participant has a more detailed overview and knowledge of the existence and functionality of the system. According to the evaluation sheets delivered at the end of the pathway and from the careful observation by trainers and staff, the participants showed very high motivation, a very good the level of learning of the technical competencies required, a very high level of communication competencies and relational skills, and a good ability to face and to manage difficult situations along with this the evaluation of the abilities learned, specifically

referring to the coach and mentor profiles.

The approach used to for the training targeted at coaches was a mix of the theoretical, the practical, and the experiential. The methodology aimed to involve trainers and participants in a mutual process of knowledge, assessment and development of awareness and abilities which took into account and managed all the elements that may have an influence on the training and/or learning process. The **didactic methodology** allowed a learning process for coaches and mentors to explore their experience (both as trainer and pupil) of the selected tools and to compose an overall supporting approach to women victims of violence. The **experiential learning methodology**, represents a model of learning based on the experience of doing, socializing and sharing, at a meta-cognitive and emotional level. The learning process, therefore, was realized through acting and simulating situations, tasks, or roles where each participant was an active “actor”, called to use all her resources and skills to finalize the process and achieve the project objectives. The experiential learning approach permitted women to face somewhat insecure situations, thereby developing adaptive behaviours and at the same time, increasing their ability to handle their own sensitivity in psychologically stressful situations.

The approach catered for the abilities of each individual, and through creative activities, raised self-awareness using self-assessment and positive change through self-observation and interaction with others. These techniques aimed to redefine any inadequate attitudes and to promote constructive habits. The overall training experience resulted in an enriching of the contents of the toolbox and thus provided a starting point for further applications and evolutions.

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At methodological level, the proposed tools have the following aims:

- Rievocare - Remember (experiences, facts, events)
 - Exercises such as **The first time that, words, life-changing characters, mentors**
- Ricordare - Remember (emotions, feelings)
 - Exercises such as **Family gallery, Changes**
- Rimembrare - Remember (put all together and in order)
 - Exercises such as **Archipelago, Undertow and leeway**

All of these increase our knowledge of ourselves, so going back into the past, in a fast or slow way, for a long or a brief moment, randomly or deliberately, it may be considered a training pathway.

➔ Training of the women who have survived

The activities were organized by providing groups of at least two trainers, one coach expert and another expert mentor. In two cases the same trainer provided the coaching and mentoring as they had the relevant training and experience to provide both types of training to the women.

The training of the women took place in the period October 2015 - February 2016. The coaches and mentors had individual and group meetings with the participants and had moved them into work groups of 1 or 2 and even 3 in the three different centres of welcome for women victims of violence and trafficking

The preliminary and preparatory phases raised the awareness of the operators of the available reception facilities and these were assessed for the feasibility of interventions and training with the women. They also considered how to optimise their approach, taking account of the women's violent past and their present condition of discomfort. To this end, the involvement of the operators in the SPRAR centres was essential, as was the involvement of those engaged in welcoming and supporting the guests of the Foundation House St. Francis of Assisi.

These operators promoted the project activities, transferred all of the information necessary for the women to consciously decide whether to participate or not. They were an important filter for the trainers, and they facilitated the approach and the first contact with the participants. Reporting on the activities took into consideration not only the results of regular meetings in terms of feedback on the given instruments; actual achievements in comparison with those expected; personal and professional skills acquired and opportunities of employment created; but also the judgment of the same operators of the centres were sought and compared to record the emotional effects on beneficiary, the learning outcomes, and their real level of participation and involvement.

The meetings were held in three separate SPRAR Centres. Each meeting was two/three weeks apart, except for where there was a specific need expressed by the operators of the centres, where participants were unavailable or because of festive periods (e.g. Christmas holidays).

At the beginning, we recruited a total of 20 participants. The majority of them (15 of the 20), were guests in the SPRAR Centres. The remaining 5 women lived in the Fondazione Casa San Francesco d'Assisi dei Frati Cappuccini di Calabria Organization. Sixteen of the participants completed the training pathway provided. Eleven of these were provided with life coaching using the personal development tools; five were provided with mentoring using the professional development tools. Two women decided to suspend the training and they each had different reasons for ceasing. These were, in one case, a lack of motivation and general dissatisfaction (she found it difficult to attend for individual appointments and to respect the schedule agreed); and in the other case, the woman felt sure that at the end of the training she would not have a job.

The 16 participants who completed their training ranged widely in age as follows: One recipient was less than sixteen

years of age; seven participants were aged between 16 and 25; and eight participants aged between 25 and 60. Many nationalities were included. There were 7 Nigerians, 3 Italians, 1 Pole, 1 Bulgarian, 1 Malaysian, 2 Somalis, and 1 Gambian. As regards marital status, seven of the women were single, seven were married and 2 were separated. In education, 4 had no formal education, 4 had primary school education and 5 had junior high school education and 3 had high school education. With regard to professional or work experience 3 women had no professional experience and 13 women had work experience in the following areas: teaching, shop assistant, caregiving, cleaning operator, domestic worker, waiting, hairdressing, chef's assistant, and dishwashing.

Many personal skills were developed or realised during the training. Amongst these the women identified themselves as being: ambitious, motivated, determined, reliable, having information technology skills, patient, empathic, friendly, able to learning new skills, and having modesty. Professional skills identified included: team-working skills, the ability to adapt, constancy, respect for roles, physical and mental resilience, being task-oriented and relationship-oriented. Their combined hobbies included: cooking, reading, singing, listening to music, dance, gym training, taking care of her appearance (make up, dress, hair), social networking, playing with children, watching TV and movies, and walking.

These women had many needs including a need to learn and improve their Italian language skills, and to be more integrated into their host country, to find work (preferably part-time to allow them to take care of their children), to be emotionally independent and to have more self-esteem, to be mentally and emotionally poised, being safe, having a house/home, having friends and having a relationship. Their goals included finding work before leaving the SPRAR project, strengthening their self-esteem and sense of their own identity, improving their awareness of their own personal objectives, improving their ability to face changes in their lives, improving their ability to analyse reality and to be more objective, raising their self-determination, unleashing and letting go of frustrations, finding a personal balance through their relationships.

➔ Results of the Training

The evaluation of the training highlights certain aspects of great importance related to the results expected:

1. The percentage of participants at the end of the pilot training who were able to find employment is low but in this regard, we have stressed that:
The numbers of employed has been calculated only a short time after the end of the training provided. Finding a job takes time and so this should be reviewed and updated at a later date.

The following tools were used by Promidea in training the women described above.

Life Coaching Tools	Mentoring Tools
Personal And Professional Profiling Sheet	Personal And Professional Profiling Sheet
Autobiographical Autobiographical: Archipelago,	Radar Of Competencies
Life-Changing Characters, Family Tree,	Plan Of Improvement
Changes	Skills Assessment
Abigale	CV And Career Project
Do You See What I See?	
The Passport	
The Cards	

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Many factors make it difficult to find employment even for natives of our area and for people who already have specific competencies and relevant work experience; The cohort of women involved in this training and the disadvantaged economic conditions associated with our territory in particular, and, with the general and widespread economic crisis, made the finding of a job even more challenging for this cohort of women.

2. The overall objectives of participation in the pilot activities were achieved;
3. The post-training test data on self-confidence and self-esteem is positive and in case of improvement of personal skills is higher than expected in absolute terms.

The meetings, which were managed in almost all cases individually, allowed the beneficiary to tell their own story, defining or redefining their life project as personal, and professional. Most of them share a way of life and have lived very similar lives: with humble and modest origins; with experience of rejection and abandonment and with the separation from their families and from their place of birth. They typically have experience of war and persecution, and this is often at the origin of the violence. They also share the experience of having to journey to a more hospitable country where they can start living again; they often have parental responsibility (sometimes shared with a spouse, sometimes as a single parent).

In general, the objectives achieved have been as follows: -Collection of information as required; Analysis of the strengths / weaknesses; Creation of a formal relationship of trust between operators and participants; Opening of a story about themselves and the past; -Reflection on an action plan for the future.

The participants who completed the training concluded that there were improvements in the area of personal enrichment. Following the course of the training, each of them has been able to reflect on themselves, on their history and on

their current way of managing events and on external and internal changes. They have learned to manage and overcome defeatist and pessimistic thoughts which are undoubtedly related to the traumatic and humiliating experiences they have had. They have learned to make room for a new-found rationality, which is oriented to an examination of reality. Some of them have improved their understanding of what constitutes good decision-making. Now, when confronted with the lies that are sometimes told to them they are better able to do a cost/benefit analysis and to decide whether or not to accept what has been said. Some of them have improved the ability to reconcile the outside world with their inner world. They are better able to reject unjust negatives (incapable, unfit, full of fears, etc.) and replace them with more positive (capable, strong, independent, etc.). They have therefore improved their perception and relativized the perception of others, becoming more able to reflect independently and avoiding the dependency mechanism. It is the dependency mechanism that generates a feeling of abandonment or rejection when others turn away and do not acknowledge our presence. The training helped to diminish the sense of victimhood and replace it with an increased participation in certain processes and, therefore, an increased awareness of the wealth of every experience regardless of the "after".

The training also increased their emotional management skills, in a moderate way. This, however, was not all-encompassing. They acquired the ability to approach problems in a non-absolutist or 'all-or-nothing' way, allowing time and space for reflection, evaluation and decision making. In a wider context, they reinforced their own ability to set goals and mentally build each stage of their project to achieve the goal. This involved overcoming any moments of fatigue, breakdown, or failure and being able to find a fix or to recover after set-backs. It has improved their ability to communicate their own specific needs and indeed communicate more widely outside of what they directly need themselves.

Each individual's training pathway aimed to develop positive learning experiences and to create a condition of social equality, thus, allowing the participants real opportunities to adapt and update their cultural repertory. Some difficulties were experienced based on the fact that our participants are almost exclusively foreign, from third countries and with a cultural and personal background that was non-Occidental. The first and main difficulty found was to begin a relationship, not only sharing a language but also concepts, expressions, meanings and values. Possible "incorrect-learning" or misunderstandings arising from this difference could, in fact, create a strong deficit which could put those individuals at a disadvantage in civil society, excluding them from being able to claim their rights and duties in the workplace;

The learning process had, as its main aim, to enable the participants to assume the running of their own lives and to participate, consciously, with others, in taking decisions to change their overall existence, specifically in relation to particular categories of social problems. The reflection and self-awareness represented the first step in the general process of acquiring knowledge to succeed in changing a life. This was required before the labour market requirements were considered.

The training took into account all types of diversity including differences in age, provenance, conditions and the types of disadvantage being experienced. These depended on cultural, social, geographic; economic insecurity; and the presence of delicate psychic conditions etc. The training presented an opportunity to eliminate the incidence of all the factors which limit the possibilities of integration and self-realisation. All of the activities provided opportunities to increase awareness of their personal and professional abilities, even those which the participants considered not useful. During the mentoring activities, all participants returned positive feedback about their strengths and weaknesses, and have focused on improving the management and presentation of themselves

in public. Most were really pleased with the CV preparation (or reviewing and updating the ones already made) and the recognition of their abilities and competencies. All of the participants who engaged in the mentoring activities gained in self-confidence, and reinforced their motivation to find a job offer. The poor economic condition of our region, Calabria, made it more difficult to successfully access a job and this meant that some participants remained less motivated to find work. This was noted particularly for those of the participants who belonged to disadvantaged categories. The prejudice shown to migrants or, in general, to persons with difficulties or, an unknown past does not help. So, after the training, only one participant found a work opportunity in a two-month traineeship.

The NEW START tools proved very useful for the initial stages of breaking the ice and steering the interview and they provided fundamental aids for the work with the women themselves. It was important, to establish a relationship of mutual trust from the first interview. Interventions were made based on active communication rather than on pure compilation of standard tools. This gave an opportunity to the beneficiary to be open, to trust that they need not fear negative comparisons, judgments or condemnation and this allowed them to express thoughts and feelings that they might otherwise have suppressed.

The activities carried out during the meetings with the women were chosen based on the needs which had presented themselves and, took account of the stories that emerged during previous meetings. The First Contact Sheet of was a very valuable tool, in general terms, but complex. Specifically, we considered eliminating or rewording the part of needs, in the section on racism and stereotypes. Some of the words used proved very difficult to understand even for the Italian participants and many elements in the form were too culturally distant from the non-European backgrounds of the participants, The spirit of the women we engaged with is very much geared to the "here and now" and, like all people who

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suffer, they had difficulty imagining a future, especially in emotional terms.

These women were not accustomed to talk about their own needs and expectations except in material terms. They have never consciously worked on the construction of their personality/person before.

Therefore, the tool called “The Family Tree” (part of Autobiographical Tale) proved, at an early training stage, the most appropriate way to give opportunities to women to tell their stories and to tell what ‘they deem most relevant in life, starting with relationships. This generated in each individual a strong emotional impact. Despite some initial mistrust, all recipients opened an autobiographical story that allowed the trainers to get to know them better. The choice of the following tools (“The first time ...” and “Changes”, which also belong to the more general tool “Autobiographical Tale”) were decisive. The Archipelago tool (part of the “Autobiographical Tale” Tool) allowed a more subtle approach which was not too invasive and, at the same time, made it possible to elicit a general picture of the events in the person’s life. This tool allows the person to retrace the events that characterise their personal experience and project them in a new context, in this case not only as the search for work opportunities but their experiences of their arriving in a new place and being welcomed. After overcoming the tool translational difficulties, particularly for the conducting and completion of the tool, it worked very well because it was simple and extemporaneous. Any criticism of this tool is connected to an unwillingness in some of the women to get involved and tell about themselves, but there appeared to be an inability to take an overview of their own life and to decode or represent it through a drawing.

CASE STUDY GREECE

Case Study Greece - Dimitra, Greece

→ Who are we?

DIMITRA Educational Organisation has over 25 years of experience in providing high quality Initial and Continuing Vocational Education and Training (VET) as well as counselling services, to the entire country of Greece. Dimitra trains over 3.000 people per year. Since its establishment in 1989, DIMITRA has participated in several transnational projects exchanging know-how and transferring a high degree of expertise in the areas of development of methodologies and in the production of practical solutions which match specific vocational and professional development needs.

DIMITRA holds great experience working with vulnerable populations and promoting their social integration by the provision of coaching, mentorship, validation, learning in working life, empowerment and active guidance based on individual needs, supporting participants with new employment opportunities and providing information and guidance on issues related to integration.

DIMITRA organisation aims at providing quality training and counselling services, improving employability and encouraging the adaptability of both low skilled adults and businesses and their employees to the labour market changes. The organisation has been implementing several programmes to promote human rights, support equal opportunities for men and women, and provide training for groups at risk of social exclusion as well as providing education and professional development opportunities for young people.

→ How were the “Train the Trainer” activities organised?

In the case of Greece, our training was delivered in 7 sessions over a 4 month period beginning in September

2015. The planning of the “train the trainer” activities started in the first few months of the New Start project implementation. The first opportunity was the study visit that was organized in month 6 in Athens, as part of the 2nd New Start Management meeting. This was the start of a really effective networking experience which offered us the opportunity to get in touch with counsellors/mentors who have a commitment to their cause and who are open to new and creative ways to deliver training. **People who want their training to make a real difference.** That kind of attitude was exactly what we were looking for. During that study visit we made contact with the Athens Municipality and learned about their actions towards combating violence against women. We met with the counsellors working for the Social Welfare Department’s Office for Equality and those working at the women’s shelter. DIMITRA’s team has been in continuous contact with the Municipality’s office but has also spread the news about the project and the pilot activities to our stakeholders’ network and has gathered together the final group of trainers. The dissemination and networking activities were running as the New Start partnership was developing the Guide.

The train the trainer programme was built after consultation with the team of trainers. Instead of running for two weeks, the trainers were in consensus that it would be better if the training sessions were organised every fortnight. In this way, they had the chance to work with the tools in their own time and with the participants. Throughout the trainer/mentor training, the focus was on developing the skills of the trainers as well as designing a programme based on the needs of the women who they are currently coaching/ mentoring.

All of the trainers on the training team were Greek. The professionals’ educational background varied and included 2 psychologists, 3 sociologists, 1 social worker and 1 mentor/

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counsellor. In total eight (8) trainers completed the train the trainer sessions over a 3 months period. These trainers came from four different organizations (E.K.K.A. - National Centre for Social Solidarity, the General Secretariat of Social Equality, the Centre for Research on Women's Issues 'Diotima' and the Office of Equality of the City of Athens)). The list of personal skills of the team of trainers included being motivated, determined, oriented to team-working, good communication skills, and networking. Their professional skills were in the areas of domestic violence support, training, business and entrepreneurship. The training program provided comprehensive, professional training in the theories and practical applications of the methods and techniques of Coaching and Mentoring. It included training on models and directions of Coaching and Mentoring.

The program was aimed at professionals from the three relevant organisations who:

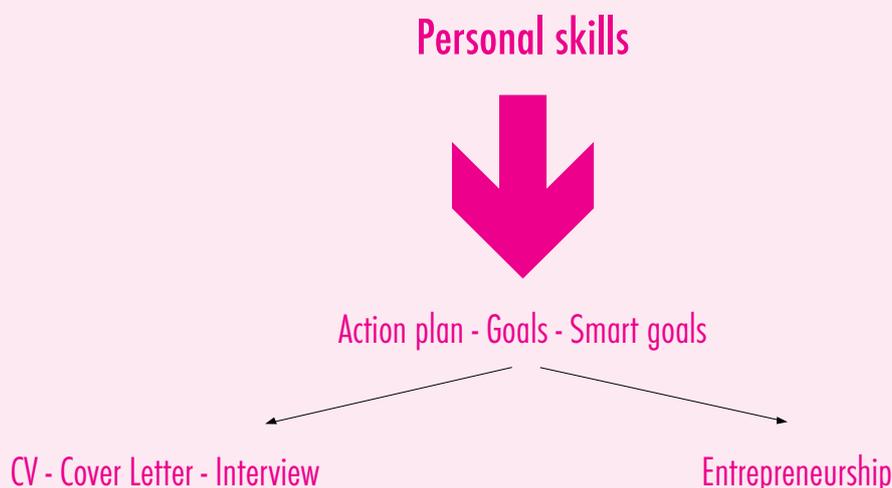
- a) Had obtained a comprehensive, high level of knowledge in the field of coaching, and
- b) Had developed and implemented the necessary skills in the relevant methods and techniques.

The training program promoted knowledge in the field of Counselling and Career Guidance. The aim was to provide

knowledge that bridged theory with practice and the development of high-level professional skills that promoted the objectives of Coaching and Mentoring. It helped to prepare already qualified coaches who help victims of violence in their personal and professional exploration, in making professional decisions, with educational and professional choices and in furthering their professional development.

The training involved a lot of sharing of experiences and working on real cases that the trainee trainers brought to the team. Sometimes it was intense, sometimes we laughed and many times we were moved by women's personal history and strength. In terms of initial skills improved, as this was a multi-disciplinary approach, each trainer now has a better appreciation and understanding of the NEW START approaches from a domestic violence support and entrepreneurship/employability perspective. All the participants had extensive experience in working with women victims of violence. They were very satisfied with the training as they felt they renewed their knowledge and they exchanged experiences. All participants felt that they could transfer the knowledge and skills they had acquired to subsequent groups or in other training contexts the programme for the Train the Trainer workshop is presented on page 77.

Generally the training was structured as follows:



Train the Trainer Workshop - Greece

Date	Time	Topic	Hours
09/09/2015	17:00 - 21:00	Brief presentation of New Start project Presentation of the Guide Introduction to the tools Plan the content and timing of the New Start Training	6
28/09/2015	17:00 - 21:00	Overview of tools in the toolkit Build the person tools	3
30/10/2015	17:00 - 21:00	Overview of tools in the toolkit Build the business tools	4
31/10/2015	17:00 - 21:00	Selecting tools based on profiling/needs analysis Review each tool selected for training	6
09/11/2015	16:00 - 21:00	Discuss the approach to training for each tool Profiling/Evaluation tools	6
19/11/2015	16:00 - 21:00	Review training tools and preparation for trainers, activities with them	5
18/12/2015	16:00 - 21:00	Presentation of reporting tools Presentation for mentoring and counselling activities Plan the monitoring process	5
Total			35

Training of the women who have survived

The pilot activities with the women participants began in December 2015 and were concluded in March 2016 (all women resided at the Shelter for Abused Women at the time of the pilot actions).

Counsellors and mentors from four organisations participated and provided the training. These four organisations were the E.K.K.A. - National Centre for Social Solidarity, the General Secretariat of Social Equality, the Centre for Research on Women's Issues 'Diotima' and the Office of Equality of the City of Athens

After exposure to a traumatic event, such as an act of violence, most women suffer mental health problems. Examples of such problems are anxiety, post-traumatic stress disorder and depression. All women that participated in the pilot activities had had psychological treatment to address these symptoms with a number of different methods. Conversation with a therapist was the most commonly used technique to treat the emotional and behavioural problems experienced. Such psychological interventions were carried out on an individual basis only.

During the New Start pilot actions, all participants had 3-5 sessions, (usually once a week or once every other week as

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agreed between them and the counsellor). The final number of participants for the Greek training program is 18. More participants were included at first but some dropped out of training before the end.

All of the 18 participating women were between the ages of 25 and 60. Nationality varied and included 7 Greek women, 2 Bulgarian, 1 Asian, 5 Albanian, 1 Russian, 1 Georgian and 1 French woman. Most of the women were either divorced or separated. Their educational levels varied as follows: 3 were university degree graduates (one in nursing), 11 had secondary school education and 4 had primary school education (two of these were attending secondary school for adults called 'Second Chance School to allow them to graduate obligatory education). Professional backgrounds included 3 non-Greek women who worked as cleaning ladies in private houses (unreported employment), 2 worked in their family businesses (bakery and small market) and the other 8 women had various other working experiences e.g. sales, telephone centres, factory work, etc. Most participants found it easy to introduce themselves, were tidy and well organised. Most of them had frequent mood changes and avoided conflict. Also, most of them reported that they usually put the needs of others first. Some of the women had managerial

skills. Their combined hobbies included going out with friends, swimming, listening to music, reading, travelling and theatre.

Among the generic and specific needs that were identified were to increase their knowledge, problem solving skills, increasing their self-confidence and self-awareness and to have healthy relationships. Their goals included improving their personal development, accessing the labour market, emotional support, psychological support and being able to communicate more effectively.

The following are a list of the tools that were used in the training:

Life Coaching Tools

I Am Beautiful

Talking About Me

How Do I Feel

Future Planning

Support Group

The Ropes

Abigail

Mentoring tools

No Obstacle In My Way

Personalized Action Plan

Personalized CV

Electronic CV

Job Interview Practice

→ Results of the Training

Most women had trust issues and low self-esteem. The counselling activities involved tools that helped women improve their personal and professional skills, especially self-motivation, goal setting, communication and organisational skills, and decision-making and interpersonal skills. Problem solving is the ability to analyse a problem, recognise its severity and evaluate the effect of different solutions and then pick the easiest and most appropriate solution to the problem. They developed planning skills that involved first setting a goal and then following a plan. Also, the counselling sessions aimed at improving safety behaviours and reducing further victimization.

The individual tools were suitable for use in a session as they were designed to increase self-esteem and self-efficacy. They were of course adapted to each individual's needs.

In Greece, women's shelters provide temporary, safe accommodation for women and children who have left an abusive relationship. In addition to housing and food, women's shelters provide counselling and emotional support, help in obtaining housing and medical and legal assistance but provide very little managerial and entrepreneurship mentoring.

Using the tools and the evaluation scales we conclude that all women improved their self-esteem, their self-confidence, they feel more efficient and although this was not actually the target in the Greek case they feel enhanced in their entrepreneurial skills.

Overall, the tools have helped to improve:

- Self-motivation
- Goal setting
- Teamwork
- Decision-making
- Problem-solving
- Spoken communication
- Body communication
- Interpersonal skills
- Organisational skills

Most of the women created their own CV/cover letter and made an action plan. They also are better at recognising their abilities and strong and weak traits.

However, due to the financial crisis in Greece all of the women trained are still looking for employment. One has had a successful job interview and the coach will follow up on her work placement.

All of them feel more confident and have solved other problems after receiving counselling, such as problems with their papers, recognizing their school certificate from their country of origin. They have also started to make applications for work and training programs and have been punctual at renewing their unemployment card (not renewing it means losing their unemployment status, hence losing the unemployment benefits, such as health insurance, etc.).



CASE STUDY ROMANIA

Case Study Romania – South Muntenia Regional Development Agency, Romania

→ Who are we?

In Romania, the South Muntenia Regional Development Agency (SM RDA) plays an important role at regional level in the area of adult education. SM RDA also holds a strong expertise in the implementation of EU Structural Funds (Regional Operational Programme). Since 2011, SM RDA is an authorized provider of adult training and their training courses are certified by the National Council of Adults Professional Training and Romanian Ministries of Education, Research & Youth and Labour, Social Solidarity & Family. Due to its expertise on implementing several European funded projects on entrepreneurship (GRUNDTVIG, ERASMUS+ etc.), it is active in providing training courses on entrepreneurship to unemployed people and to other vulnerable groups, such as NEETs (Not in Education, Employment or Training), seniors and women victims of domestic violence.

→ How were the “Train the Trainer” activities organised?

SM RDA’s training sessions for the trainers ran for 2 weeks, from February 24th, 2016 until March 4th, 2016. The sessions were structured in two modules:

- I Introduction to Life Coaching
- II Methods and intervention strategies in Life Coaching and Mentoring

In the case of South Muntenia Regional Development Agency the activity related to “train the trainer” started in the first year of the New Start project implementation. First of all a coordinator (licentiate in sociology-psychology) from the SM RDA team was nominated. This co-ordinator had the relevant knowhow and the professional and educational background

to support the NEW START project. The coordinator made an evaluation of the needs and competences of the NEW Start implementation team and looked for experienced specialists who were open to providing relevant information and a training program tailored to the identified needs of the team. Then, based on national legislation, SM RDA selected the relevant provider of their certified training program for the trainers (CST IMPEX SRL from Calarasi County). Working in close cooperation with NEW START team, the training programme provider then prepared the training curricula. As stipulated in the project guidelines, the training programme ran for two weeks. This took place during the end of February and the beginning of March 2016. The main aim of this training session was to increase the competences of the trainers so that they could develop and deliver a coaching and mentoring programme based on the needs of the women victims of domestic violence. At the end of the training course, each participant received a certificate for the job – personal development advisor.

In total, 2 Romanian external specialists with relevant professional background presented the train the trainer sessions over a 2 weeks period. These specialists who provided the training course were: (1). a certified Life Coach who specialised in providing training courses for disadvantaged people. She has been involved in several projects related to GBV and has worked closely with women victims of domestic violence and (2).a psychologist, who specialised in providing training courses for women victims of domestic violence and who has been involved in several projects related to the domestic violence. She has been working in the institution involved in providing support, counselling and shelter to women and children survivors.

Five trainers/mentors attended the training course and these included (1) a SM RDA Deputy Director who has a

Master Degree in Political Management and a wide expertise in communications and public relations, (2) a SM RDA Expert who has a Master Degree in Law and Information Society, (3) a SM RDA Expert who has a Master Degree in Accountancy, Auditing and Management, (4) a SM RDA Expert - licentiate in sociology - psychology and (5) A SM RDA Expert - licentiate in law and public administration who has been working in the entrepreneurship project implemented by SM RDA. Personal skills developed included motivation, determination, team-working, communication, networking and professional skills developed were in the areas of domestic violence support, training, business and entrepreneurship training and research expertise

The course provided the participants with basic information on what life coaching means and what resources and approaches they could use to support the women victims of domestic violence, in terms of increasing self-confidence, entrepreneurship and employability. After attending the training course, each trainee had improved their skills and competences as a trainer and was able to deliver life coaching and mentoring services to women victims of gender violence. Each trainer aimed to help the women to increase their self-confidence and self-esteem and enable them to re-enter the labour market and/or, eventually to become self-employed. The training program for the trainers was structured as follows: 25 hours theory and 15 hours practice. Each day of the course contained both theory and practice sessions and the external experts enhanced the personal and professional skills of the participants. The external trainers highlighted that when they are assisting the women victims of gender based violence, they deal with difficult and sensitive situations and they must be prepared to overcome them. To that end, the training involved a lot of sharing of experiences and working on real cases that the external trainers brought to the team. Several case studies on domestic violence were presented.

At the end of the training course, the participants agreed with the external trainers what tools and exercises to use to provide life coaching and mentoring training to women victims of domestic violence. They took into account the characteristics of their target group: i.e. women aged 30-40 years old, living in a rural area, with low levels of education. Even if not all the participants had extensive expertise in working with women victims of violence, by the end of the course they affirmed that they have acquired a lot of knowledge and experience in this field and they were trustful that they could help the women victims of violence. After the final training session, each participant was tested with a final exam (theory and study case) and was certified as a personal development advisor.

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An outline of the train the trainer course is provided.

Train the trainer course

Topic	Theory	Practice
Introduction	<p>½ hour Introduction. Presentation of the training course and of the trainers</p>	<p>½ hour Playing roles Presentation of the participants. Personal goal setting and action plans</p>
Introduction in Life Coaching	<p>1 hour Introduction in Life Coaching 1 hour Counsellor Profile ½ hour Client Profile 1 hour Planning the guidance activity</p>	<p>½ hour Exercise: 'The form' ½ hour Exercise : "The form" ½ hour Therapeutical story "The fly bird"</p>

Day 2 – February 25th, 2016

Communication	<p>1½ hour The deficiency/conflicting networking with the family 15 1 hour Postpone/avoid tasks, activities 1½ hour Difficulties in decision making and their communication</p>	<p>15 minutes icebreaker "The car of made compliments" 15 minutes Exercise "Projections" ½ hour Exercise "Scenarios" ½ hour Rational story ½ hour Exercise - Worksheet "Decision making"</p>
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Day 3 – February 26, 2016

Self-knowing and self esteem	<p>1 hour Self-knowing and self esteem 1 hour Accumulated pressure</p>	<p>15 minutes Exercise "My bibliographic book" 15 minutes Exercise "Special gift" 15 minutes Questionnaire - Risk factors for health 15 minutes Therapeutic story How hard it is this glass of water?</p>
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MODULE II- Methods and intervention strategies in Life Coaching and Mentoring

Methods and intervention strategies in Life Coaching and Mentoring	1 hour	The problems in counselling activity	30 minutes	Exercise "A penny for your Thoughts"
	1 hour			
	Carver Method		20 minutes	Exercise - Carver method
			10 minutes	Rational story "The story of the important thing"

Day 4 - February 29th, 2016

Methods and intervention strategies in Life Coaching and Mentoring	2 hour		10 minutes	Exercise - Joana Doll
		Development of emotional abilities	20 minutes	Exercise "Pay attention! I am...."
	2 hours		20 minutes	Exercise "The shadow"
		Development of emotional abilities	10 minutes	Rational story "The perfect heart"
			20 minutes	Exercise - "For me... "
			20 minutes	Exercise - "The tower"
			10 minutes	Exercise "I receive/offer help"
			10 minutes	Rational story "The hedgehog"

Day 5 - March 2nd, 2016

Methods and intervention strategies in Life Coaching and Mentoring	1 hour	Neuro - linguistic programming (NLP)	20 minute	Exercise "Positions perceived"
			10 minutes	Therapeutic story What is NLP?
	1 hour	Anger management	10 minute	Exercise - Worksheet Analysis of the anger
			10 minute	Exercise "Balance of the anger"
			10 minute	Therapeutic story „Tell me what you want to tell you what you get..."
		1 hour	Cognitive behavioural therapy	45 minute
			30 minute	Therapeutic story "The rope"
			45 minute	Exercise "ABC behavioural Model"

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Day 6 - March 3rd, 2016

Methods and intervention strategies in Life Coaching and Mentoring	1 hour Career Development	20 minute Exercise "I wish in my life..."
		20 minute Exercise Holland inventory of interests
		10 minute Exercise "The colours"
		10 minute Therapeutic story "The story of the champion frog"
	2 hour	20 minute Exercise "The success clover"
	Ways to search for a job	20 minute Exercise SWOT Analysis
	1 hour	10 minute Exercise "The attendant"
	Team work	10 minute Rationale story "The flowers of the earth"

Day 7, March 4th, 2016

Methods and intervention strategies in Life Coaching and Mentoring	2 hours	10 minute Exercise "Make a step if..."
	Domestic violence theory	20 minute OHH Cards
		15 min Worksheet "True or false"
		15 minute Exercise "Positive and negative appellatives"
		15 minute Exercise "The map of domestic violence"
		30 minute Case studies
		15 minute Exercise "The boot of the relationship"

➔ Training of the women who have survived

Initially, the SM RDA team intended to organise the pilot activities at the SM RDA headquarters but it was very difficult to convince the women victims of domestic violence, from a rural area and with precarious financial situations, to attend the training courses at our headquarters. So, our pilot activities were organised at The Shelter for women and children victims of domestic violence, in Rosiorii de Vede town, in Teleorman County, one of the seven counties of South Muntenia Region. In this shelter both mothers and children victims of domestic violence can be hosted for a maximum period of 6 months.

Two coaching sessions were organized at the shelter by the representatives of SM RDA team for a total of 13 women victims of domestic violence. 2 coaches were provided to organise each coaching session, within which both individual and group meetings were organised. 1 mentoring session was organised for a total of 4 women victims of domestic violence who were interested in setting up their own business and to become entrepreneurs.

Theoretical information and practical exercises were provided to the women victims of domestic violence. Therapeutic stories were presented and explained after using each

tool. The pilot training actions took place in the period November 2015 – April 2016, where the trainers organised 2 sessions with a total of 13 women victims of domestic. The mentoring training session where 4 participants took part in entrepreneurship training took place in April 2016. The first session of life coaching training was organized in November 2015 with a total of 5 women victims of domestic violence who were hosted in the Shelter for women and children victims of domestic violence, in Rosiorii de Vede town, in Teleorman County. Then, at the beginning of April 2016, another life coaching session was organized with another 8 women victims of domestic violence, also hosted in Rosiorii de Vede town.

All 13 participants have fully attended the life coaching and mentoring session organised by SM RDA team. For the life-coaching sessions the women ranged in age as follows: 8 women were between 16 and 25 years of age, 5 women were between 25 and 60 years of age. For the mentoring sessions two women were in the age range 16-25 and two were in the range 25-60. In terms of nationality, 11 women were Romanian, 2 were from the Roma population and the 4 women who availed of the mentoring training were all Romanian. The marital status of the women trained also varied: 3 were married, 11 were cohabiting. Of those who

availed of mentoring 1 woman was married and 3 were cohabiting.

The education levels were as follows for the life-coaching participants: 4 had no formal education, 5 had primary school education and 4 had secondary level education. For the mentoring participants 1 had primary school education and 3 had secondary school education. In the life coaching, 9 had no particular professional background and 4 had work experience in the areas of agriculture and as domestic workers. For the mentoring sessions, 3 also had experience working in the areas of agriculture and as domestic workers and 1 had no formal professional experience.

In evaluating the personal skills of the women trained, they included being Adaptable, Ambitious, Dedicated, Efficient, Hardworking, Motivated, Innovative, Responsible, and Organised. Their combined professional skills included good oral communication skills, being disciplined, thrust worthy and enthusiastic. Their combined hobbies included dancing, going out with friends, watching movies, reading, and cooking. They identified their needs as increasing their self-esteem and self-confidence, as having a house or a stable place to live, having a job, having a healthy relationship with their intimate partner and increasing trust in themselves.

The Romanian training included the tools listed below.

Life Coaching Tools

Self-Awareness: Questioning Of Self-Esteem And Individual Potential

Communication (How Can I Introduce Myself ? Aids And Communication Barriers)

Decision Making And Problem Solving

Positive Self-Presentation

Mentoring tools

Cover Letter And CV

Job Interview Practice

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➔ Results of the Training

The participants of the training courses provided by the SM RDA team had poor to medium self-esteem and self-image and had reduced self-confidence. Based on this, the main priority of the trainers was to provide services that strengthened their emotional health and thus increased the quality of life of women victims of domestic violence trained.

Also, the team provided valuable information and training to facilitate their access to employment, because it was obvious that the women victims of domestic violence who signed up for the training did not have independent incomes or other financial resources

The life coaching activities comprised training with the relevant tools designed to strengthen the personal and professional skills of women victims of domestic violence, in particular focusing on: self-esteem and self-confidence, communication skills, decision making and problem solving competences.

The mentoring activities involved relevant tools that empowered women to gain knowledge and information on how to prepare a CV and a cover letter, and thus to prepare them to apply for a job, as well as how to perform a good job interview.

All tools implemented by SM RDA were adapted to the individual needs of the target group.

In the South Muntenia region, the shelters for victims of domestic violence provide temporary (at least 6 months) safe housing and food for women victims of domestic violence and for their children. In addition, specialists from the shelters (psychologists) provide counselling and emotional support, but life coaching and mentoring sessions had never been implemented in the shelters from our region before.

In that respect, using the tools developed within the NEW START Project, the SM RDA team has noticed that the training and mentoring sessions have had a positive impact and in many cases the women succeeded in overcoming the emotional implications.

Moreover, based on the evaluation scales used as part of the NEW START evaluation, we have noticed that all women improved their self-esteem and their self-confidence after the training.

The next section contains the Toolbox. The Toolbox has a completed template for each tool and where available the worksheets to match the training tool are also provided.

THE TOOLBOX

Toolbox Part I – Personal Development

Life coaching and Empowerment of women

The following tools comprise the training sessions from

Part 1: Personal Development with life-coaching and empowerment.

Each partner had women with different profiles and needs for their training. One trainer reported:

“The spirit of the women I meet is very much geared to the “here and now” and, like all people who suffer, they have difficulty imagining a future, especially in emotional terms. These women have never been accustomed to talk about their needs, their expectations, except in material terms. They have never worked on the conscious construction of their personality and are not even used to considering that there is someone willing to help in doing this. ”

Some of the training was with women who still reside in sheltered accommodation and were closer to a crisis situation and some women had last experienced GBV many years previously. For those who are still at an intervention stage or women who still experience active conflict, attention to the tools restricted their need to open up and speak openly and independently. For such situations, for the approach and the management of meetings, it is suggested that:

1. The highest importance is to develop a knowledge of the woman and her needs;
2. If the woman is very closed: start talks with the selected tool and finish discussing about the content of what emerges;

3. If the person is still experiencing open conflict: Start with the free rein of the person - at least 45 minutes - and then continue with the administration of some online tool to develop emerging content, and end with an active reflection which reviews the results of the interview.

The approach and methodology tested, allowed the handling of very demanding situations such as these women have lived and are living. In some cases. the woman ended sessions saying “now I feel better” and returned to the next one saying “looking forward to this meeting for a week ... that I know that I am meeting with you reassures me and makes me live better during the week.” These words highlight a more peaceful state of mind and a new approach to the management of frustrations. The problem for these women, above all, arises from the terrible situations that they have seen and their sense of personal failure. These two feelings tend to pervade any situation affecting them.

Regarding the methodological approach, it is recommended to alternate the use of individual meetings with those of the group, if the conditions allow it, and if it suits the needs of the women. The pilot experience has shown the feasibility of a mixed approach. The group training allowed women to know the world of others (the ideas, fears, weaknesses, strengths) and feel less “strange” about having certain thoughts, certain problems and ideas. It lowered the “isolation level” and feelings of victimisation. Group work increased the sense of belonging and solidarity between the women and improved the ability to trust and rely on others; Interpersonal approaches.

A blank template is provided at the end of this section for adding to the training sessions given here.



Method Name: “I Am Beautiful”

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 1</i>
Session Name / Tool	“I Am Beautiful” This Tool was designed independently by an agency based on Counselling & Vocational Guidance by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
Methodology used	Group Exercise
Description	Exercise to use for women victims of violence in general to boost their self-esteem and positive thinking
Goals	To recognise personal positive traits To focus on the positive side of personal characteristics To develop further self-awareness To start building a strong sense of self
Contents:	<p>The coach hands out white paper and pencils. Then she/he asks the team to note down as many positive traits (at least 10) they believe they have, pointing out that they should start each sentence with “I am”</p> <p>Then she/he invites the participants to write down the first two sentences “I am beautiful.” And “I am strong.”</p> <p>Everybody should write down these two characteristics regardless whether they believe they are or not</p> <p>Usually women victims cannot find many or even a few positive characteristics. So after 10 minutes the coach/ mentor hands out the sheet “Positive personal traits” and invites all participants to read and choose as many of them as they wish. After another 10 minutes the coach/trainer invites one person to stand up and read aloud all the characteristics she has written down. She should read each one as a sentence beginning with “I”, for example: I am beautiful, I am strong...</p> <p>Then each woman takes turn so that everybody has read her list.</p> <p>The coach/ mentor then hands out hard papers and colourful pens and invites participants to rewrite their list this time adding all the traits they wish they had. At the end each woman should have a well organised list and be encouraged to read it every day before going to sleep at night.</p>

Method Name: "I Am Beautiful"

Debriefing (Feedback / phenomenological Feedback)	Evaluation of the session, To speak about the feelings that this exercise has helped to invoke, To discuss the importance of self-realisation.
Materials / equipment required	Worksheet "Positive Personal Traits" Colourful pens and hard paper
Tips for facilitators	<p>We have used the traits "beautiful" and "strong" because these are two simple recognisable characteristics that victims feel they do not have. So the coach/mentor should point out that characteristics are external and internal that beauty comes from inside and that ALL women are beautiful. "Strong" on the other hand is how a woman starts to feel when she recovers, but very often feels she loses her strength. Strong also means "be able to identify weak feelings and deal with them".</p> <p>Invite women to add traits in the given list.</p> <p>Use a happy and positive tone</p> <p>Invite other women to add some traits to the others list</p> <p>Feel free to discuss with the participants what they believe for each trait and their meaning</p> <p>Talk about some characteristics as neutral and discuss how we give negative dimensions to positive traits. For example we can call a person who likes to share things either "generous" or a "fool".</p> <p>Ensure the women have time to think and reflect</p> <p>This exercise is not therapeutic.</p>
Duration / time of preparation and realisation	20 ' preparation, 40'-50' development, 20 'debriefing / feedback
Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>Usually implemented in groups where it is most powerful but some coaches use it in private sessions.</p> <p>It is very beneficial to use with women who have experienced gender-based violence and is easy for coaches and mentors to use. Coaches report that it has a positive impact on self-esteem and self-awareness.</p> <p>Although this can be quite a fun exercise sometimes it brings about suppressed feelings and hard-to-control emotions.</p> <p>Good feedback from the trainers on using this tool</p>



Method Name: “Talking About Me”

Programme	Part 1: Build The Person / Life Coaching and Empowerment <i>Matrix Tool 2</i>
Session Name / Tool	“Talking About Me” Tool based on Counselling & Vocational Guidance by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
Methodology used	Group Exercise
Description	Exercise to use for women victims of violence in general to boost their self - awareness and self-image
Goals	To recognise personal traits To increase self-esteem and self-awareness To start building a strong sense of self
Contents:	The coach hands out the worksheet “Talking About Me” and she/he asks the team to complete the sentences. Everybody should fill the proposals written in the worksheet After 10 minutes. the coach/trainer invites one person to stand up and read aloud all the sentences she has written down Then each woman takes a turn so that everybody has a chance to read her worksheet. At the end, each woman should have found useful things for herself and increased her self-awareness.
Debriefing (Feedback / phenomenological Feedback)	Evaluation of the session, speak about the feeling that this exercise has helped to invoke, speak about the importance of self-realisation.
Materials / equipment required	Worksheet “Talking About Me” Pens / pencils

Method Name: "Talking About Me"

<p>Tips for facilitators</p>	<p>Use a happy and positive tone Ensure the women have to have time to think and reflect Do not intervene in any way during the exercises with suggestions, recommendations, considerations It is important for the women to fill the proposals as quickly as possible, writing the first thought that comes to her mind. Explain that there are not right or wrong answers. This exercise is not therapeutic</p>
<p>Duration / time of preparation and realisation</p>	<p>5 ' preparation 20'-30' development 20 'debriefing / feedback</p>

<p>Duration / Processing time 1-5</p>	
<p>Level of difficulty of coach / mentor 1-5</p>	
<p>Level of difficulty of group 1-5</p>	
<p>Feedback from training</p>	<p>This tool is used both in group and private sessions. The participants are eager to speak about themselves and this is a useful tool which can be built on. It helps to enhance self-esteem and maintain a positive self-image.</p>



Worksheet: “Talking About Me”

Complete the following sentences and you will find out useful things about yourself. Remember that there are no right or wrong sentences. It is important to complete the sentences as quickly as possible, writing the first thought that comes to your mind.

I want...

I can't...

I love...

I am really good ...

I will never

How I look is...

It is easy for me to...

I worry ...

I don't like...

It is usual to...

To me, it seems hard to...

Don't ever call me.....

I feel afraid of...

If only ...

Sometimes I feel...

If I could, I ...

If I were a hero, I would be ...

Method Name: “What’s My Line”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 3
Session Name / Tool	“What’s My Line” Dr. Deah Schwartz. Published Tool: http://www.arttherapyblog.com/
Methodology used	Group art and drawing activity
Description	A drawing and art activity to use for women victims of violence to practice non judgment in a playful way, which will be administered in group, in order to help the participants avoid or reduce self-criticism and judgement.
Goals	<ul style="list-style-type: none"> ✓ To break deeply ingrained habits of self-criticism and judgment. ✓ To generalise less critical or judgmental behavior and to focus the positive feelings associated with the experience into other areas.
Contents:	<ol style="list-style-type: none"> 1. Divide the group into pairs and give each person in the pair a different color marker and a stack of drawing paper. 2. Each participant takes their marker and draws five lines on a piece of paper. The lines should not be touching, other than that; they can be any size or shape. Each person repeats this on ten pieces of paper. 3. When everyone has finished drawing their five lines on ten pieces of paper they exchange their stack with the other person. 4. The group leader sets a timer for 10 minutes and cues everyone to start drawing on the first piece of paper at the same time. The directive is to use all five lines in the drawing to create a picture. The only rule is that the original five lines need to still remain visible in their original color when the drawing is completed and all five lines must be incorporated in the drawing no matter how silly the drawing may turn out to be.



Method Name: “What’s My Line”

Contents:	<ol style="list-style-type: none">When the ten minutes are up have each person give the stack of now completed drawings back to their partner and then look at the drawings together. Discuss with participants the following questions:<ul style="list-style-type: none">– What do they notice about the collection?– Are there similar themes, similar objects?– Was it fun, was it boring, did it feel silly;– Did it get harder or easier as the drawings went on, more intricate or less?– Were you judging the pictures while you were drawing them or when they were finished?Come back together as a group and share thoughts, feelings and observations.
Debriefing (Feedback / phenomenological Feedback)	Evaluation of the session, speak about the feeling that this exercise has helped to invoke, speak about the importance of positive feelings.
Materials / equipment required	<ul style="list-style-type: none">• Felt tipped markers (at least two different colors)• Drawing paper• One timer
Tips for facilitators	<ul style="list-style-type: none">- Maintain neutral attitude- Facilitate emotional states without giving any intervention of a therapeutic type- Ensure the women have time to think and reflect well on their own task- Not intervene in any way during the exercises with suggestions, recommendations, considerations- Avoid using any adjectives like good, bad, as it relates to the drawings themselves.- Explain that there is no right or wrong to this activity, it is completely success orientated.
Duration / time of preparation and realisation	10 ' preparation 20 ' / 30' development 20 'debriefing / feedback

Method Name: "What's My Line"

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	Very useful in groups for cooperation and acceptance.



Method Name: “How Do I Feel”

Programme	Part 1: Professional Development / Life Coaching and Empowerment Matrix Tool 4
Session Name / Tool	“How Do I Feel” Session for women victims of violence to learn to recognise their feelings and needs, using tools from the Therapistaid.com (‘where do I feel’) and cnvc.org (Feelings and needs)
Methodology used	Group Exercise
Description	This is an exercise to use for women who have experienced gender-based violence which aims to boost their self-esteem and positive thinking
Goals	To learn to recognise the basic human feelings To start understanding their feelings and to begin dealing with them To develop self-awareness regarding their feelings To begin to recognise which situations and which people bring about negative feelings
Contents:	<p>As a preparatory activity, the coach/mentor spends 10-15 minutes speaking about feelings and emotions, underlying that there are no “bad” feelings, and all feelings are important and useful and exist for a reason. Feelings are useful to protect us. Then she/he hands out the worksheet “Where do I feel”, blank paper sheets and colour markers. The women are invited to choose a colour for each feeling (sadness, happiness, fear, anger and love) and then use it to colour the image. The mentor explains that this exercise will help hem recognise their feelings and deal with them.</p> <p>After that the coach/ mentor invites them to write down sentences starting with “I feel sad when...” using all the coloured feelings. With the help of the mentor the women write down situations and people that make them feel sad, happy, afraid, angry and loved. They explore the situations when they experienced these feelings and how they expressed them.</p> <p>Then each woman reads at least one of her sentences (she can read all if she wishes).</p> <p>In the last ten minutes the mentor can choose a song dealing with happy feelings like “If you are happy and you know it...” and say to the women that she can choose the people and situations that make her happy.</p>

Method Name: "How Do I Feel"

Debriefing (Feedback / phenomenological Feedback)	Speak about the different feelings we experience and how each one of us has learnt/ chooses to express them.
Materials / equipment required	<p>"Where do I feel" worksheet White paper and colour markers and hard paper Plutchik wheel Feelings and needs</p>
Tips for facilitators	<p>You can use the 8 basic human feelings compiled by R. Plutchik: Joy, trust, fear, surprise, sadness, disgust, anger, anticipation Invite women to stand up and speak about what makes them happy, sad, angry, afraid and loved Use a happy and positive tone The women do not need too much information about the feeling and needs sheet and the Plutchik wheel. These are for the use of the mentor and are not meant to be handed out to the women. This session is helpful as it leads into another session to help women cope with strong unexpressed feelings Ensure the women have to have time to think and reflect This exercise is not therapeutic.</p>
Duration / time of preparation and realisation	<p>10 ' preparation 30'-40' development 10 'debriefing / feedback</p>

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	Tool on feelings and how to express, analyze and free them. Useful for personal development and coping with suppressed feeling.



Method Name: “Future Planning”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 5
Session Name / Tool	“Future Planning” This tool was designed independently by an agency based on Counselling & Vocational Guidance by the National Organisation for the Certification of Qualifications and Vocational Guidance (EOPPEP)
Methodology used	Group Exercise
Description	An exercise to use for women who have been victims of violence to teach them how to think effectively about what they are trying to achieve in life with the aim of creating more positive experiences.
Goals	The women learn how to take positive small steps away from their previous lives To teach an advanced set of skills to take charge of their future and create more of the life that they want to live To teach the women to set specific goals
Contents:	The coach hands out worksheet “Future Thinking” and she/he asks the team to complete it. Everybody should fill in the worksheet After 20 minutes the coach/trainer invites one person to stand up and read aloud what she has written down Then each woman takes a turn so that everybody has read her worksheet. At the end, each woman should have learned how to create her future with her thoughts and behaviours. Alternatively: One partner used a ten minute meditation using the wheel of life (see Worksheet) After the meditation, the women spent ten minutes thinking about where in their life they would like to set a goal. They wrote their goals on post-it notes and these were then collected in an envelope. As each goal was read out it was placed on the Wheel of Life by the women in the area that it belonged. This was then followed by an introduction to SMART goals. The Wheel of Life was introduced and the coach/mentor described the different areas of life on the wheel.

Method Name: “Future Planning”

Debriefing (Feedback / phenomenological Feedback)	Evaluation of the session is achieved through speaking about the feelings that this exercise has helped to elicit, as well as to speak about the importance of making decisions and setting goals.
Materials / equipment required	Worksheet “Future Thinking” Pens/ pencils Alternative requires a Wheel of Life Poster, post-it notes and an envelope
Tips for facilitators	Use a happy and positive tone Invite other women to add ideas to the others’ lists Feel free to discuss with the participants what they believe for each thought and their meaning This exercise is not therapeutic.
Duration / time of preparation and realisation	5 ‘ preparation 40’-50’ development 30 ‘debriefing / feedback

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	Great feedback on the tool. It is very simple but well-structured and coaches and mentors used it willingly and will continue to use it.

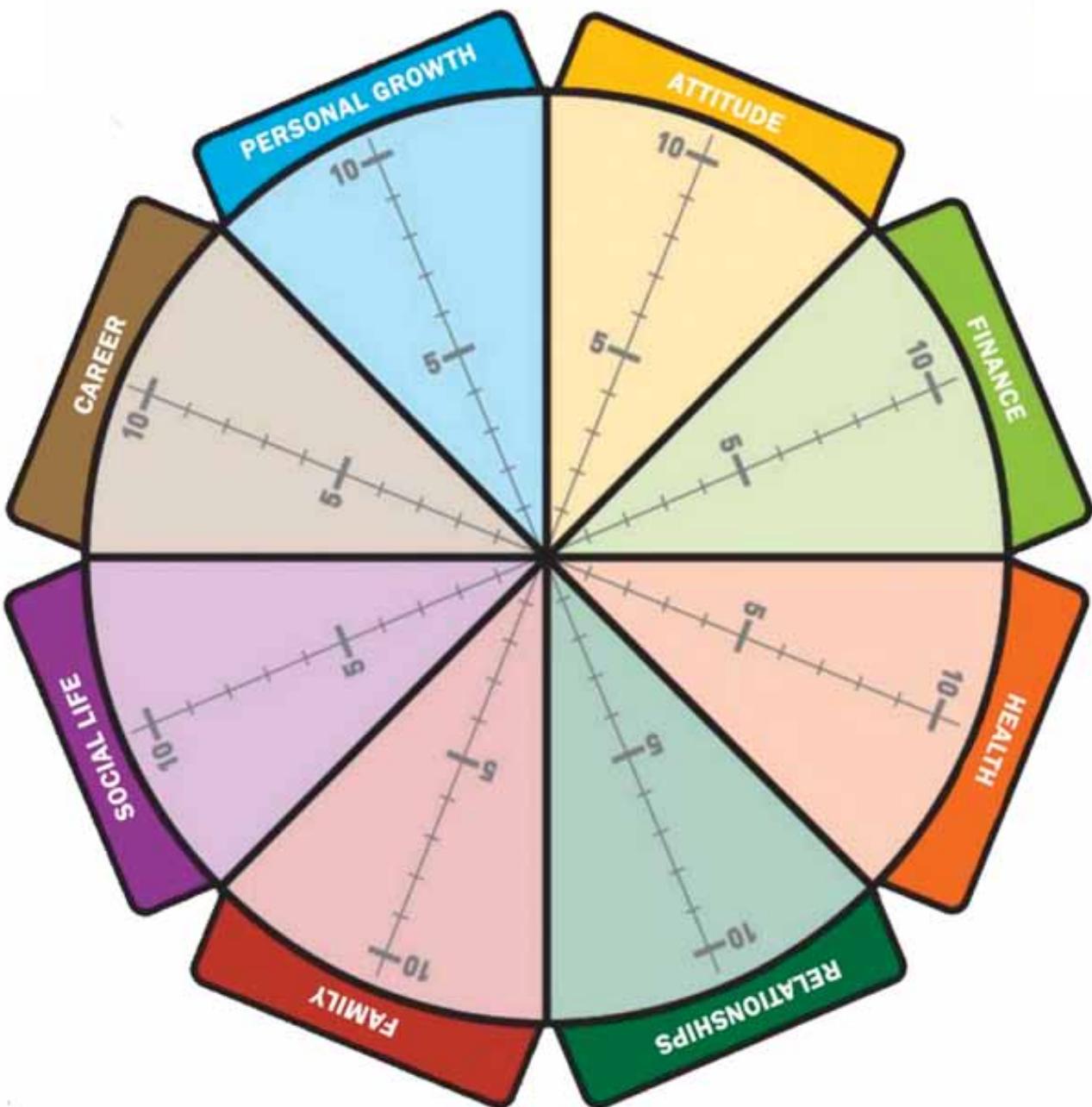


Worksheet: “Future Plans”

Time to think about your future

Things you should give up	Things you want to do	Things you should change	Things you want to keep

Worksheet Future Planning: **Wheel of Life**





Method Name: “Do You See What I See”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 6
Session Name / Tool	Do You See What I See
Methodology used	Group Exercise
Description	A general exercise to use for women who have been victims of violence (also of trafficking) to enable them to see things from another perspective as well as develop group participation skills
Goals	The main objectives of the exercise are for participants to: <ul style="list-style-type: none"> - Realise their own point of view; - Differentiate between aspects that seem marginal, and those that can be of great significance; - Reflect on the differences held by people in terms of their perspectives and values. - Share and socialise feelings, moods, suggestions that develop from observing materials, elements or objects from different perspectives
Contents:	<p>1) Preparatory activities</p> <p>The coach distributes 4 coloured cards of the same size for each participant and equips each participant with a pair of scissors and a pencil. Then he/she distributes the materials making sure to give each the same task:</p> <ol style="list-style-type: none"> Create a frame with each card using the scissors. Using the pencil each participant should sign each of their four frames. Next, each participant should identify elements of the surrounding space and frame them with their frames <p>At the end of the framing activity, in debriefing mode, the points of analysis by the coach / trainer / mentor could be the following:</p> <ul style="list-style-type: none"> - Special features of the frame; - Points of observation that is the object elements, graphics and visuals (decorations, sizes, locations) that evoke impressions and emotions which trace moods, attitudes, opening up or closing off the objects selected; - The sharing availability of the participants; - The rationale adopted by participants regarding the frame and framing of their chosen elements/objects should occur without intervention or comments, opinions, etc. from the facilitator

Method Name: “Do You See What I See”

Contents:	<p>2) Transfer objectives to participants</p> <p>3) Operational procedures for the development and management of exercise</p> <p>4) Presentation of materials and tasks / roles</p> <p>5) Time management</p>
Debriefing (Feedback / phenomenological Feedback)	Evaluation of the session: Identify important elements which emerged during the exercise.
Materials / equipment required	Four different coloured cards, scissors and pencils or pens for each person
Tips for facilitators	<p>Use soothing and encouraging tone (the cards are like pictures of artistic works);</p> <p>Maintain a neutral attitude;</p> <p>Facilitate emotional states without giving any intervention of a therapeutic type;</p> <p>Ensure the women have time to think and reflect well on their own task;</p> <p>Do not intervene in any way during the exercises with suggestions, recommendations, or opinions.</p> <p>If the session is stand-alone, use the tool at the beginning of the session, in a longer class it can be used in the early stages of a session</p>
Duration / time of preparation and realisation	<p>10 'preparation;</p> <p>20 ' / 30' development;</p> <p>20 'debriefing / feedback.</p>

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>With this tool the participants learn to observe reality from another perspective by framing of objects or elements or parts of them. This underlines elements which were considered unimportant before and allows the sharing of attitudes, suggestions and perspectives.</p> <p>This tool was welcome as it has a playful side and the art and craft side was very beneficial and offers another perspective on the way participants view things. They enjoy the artistic part and it helps them in their trauma recovery. It helps to increase awareness on skills and attitudes, to understand the potentials of participants.</p> <p>Effectively used with trafficked women but for this group of women it needs to be in conjunction with long and patient listening and building of trust.</p>



Method Name: “The Passport”

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 7</i>
Session Name / Tool	The Passport
Methodology used	Educational games
Description	This activity involves the creation of a virtual travel experience that will enable women / participants to meet other women, to make new friends in up-to-now unexplored territories and to tell and tell others about them.
Goals	It’s an experiential and self - exploration game that allows self-reflection, but looking with different eyes. A tool that allows you to project the participants - through play - into another place, an unknown place that may be able to help women through the following processes: de-dramatization, sublimation, cancellation, removal and/or sublimation of pain and violence.
Contents:	The coach distributes a facsimile of a passport, explaining that the document is essential for the journey they are about to undertake. Compilation of the cover (name of the country that issued the passport). The inside is then filled in by the participants’ with their personal data. The availability section is completed only when a participant of the group decides to enter into a relationship or deeper story of their journey. A deeper relationship involves the simple transfer of information and that is expressed metaphorically with the delivery of your passport to another participant.
Debriefing (Feedback / phenomenological Feedback)	Phenomenological feedback.
Materials / equipment required	See sample worksheet supplied
Tips for facilitators	See worksheet for instructions and sample passport. The passport template provided does not include a photograph. This can be added if the coach/mentor feels that it will add to the ownership of the passport by the women participating in the training.

Method Name: "The Passport"

Duration / time of preparation and realisation	2 hours 10' preparation 90' activity 20' debriefing
------------------------------------------------	--------------------------------------------------------------

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	 (Emotions acted and expressed are manageable and limited)
Feedback from training	<p>This tool was welcome as it has a playful side. Through self-exploration the participants learned to think differently about themselves. It allows women who have been victims of violence to place themselves within their own lives and gives them strength to tell and describe things which had been left unsaid.</p> <p>This is a tool that teaches commitment and allows for self-exploration. It enhances the ability to accept differences.</p>



Worksheet: “The Passport”

The coach distributes a copy of the passport, explaining that the document is essential for the journey about to be undertaken. (See sample passport below) A journey during which they will meet other friends and will have new experiences. This document will be needed for the rest of the training sessions. The coach then gives the following instructions for filling in the Passport (15' - 20').

1. First, the cover (name of the country that issued the passport) must be filled in.
2. Inside, the first page is filled in with the participant's personal data and particular features (if the participant does not want to use their own information they can invent answers.)
3. At the end fill in the section “what the others think of you?” If necessary give time to the participants to complete it at home or review it a second time in another session;
4. The section “Places visited” will contain reminders of places, people, situations, emotions, observations, old stories or relationship, self-reflections, existential findings and so on;
5. The availability section will only be completed when a participant of the group decides to enter into a deeper relationship, by telling about their journey. A deeper relationship means more than just a simple transfer of information but rather it is a sharing of minds and a personal past and is an extreme expression of esteem and appreciation to those with whom it is shared. This is expressed metaphorically with the delivery of personal passport to another participant.

See Sample Passport Template on the following three pages for use with this personal training exercise. These can be printed out, cut to size, and stapled together to form a passport booklet for each participant of the training.

PASSPORT



PROVIDED FOR

Surname _____

Given name _____

Nationality _____

Date of birth _____

Sex _____

Place of birth _____

Profession _____

Physical and personal features _____

Holders Signature _____

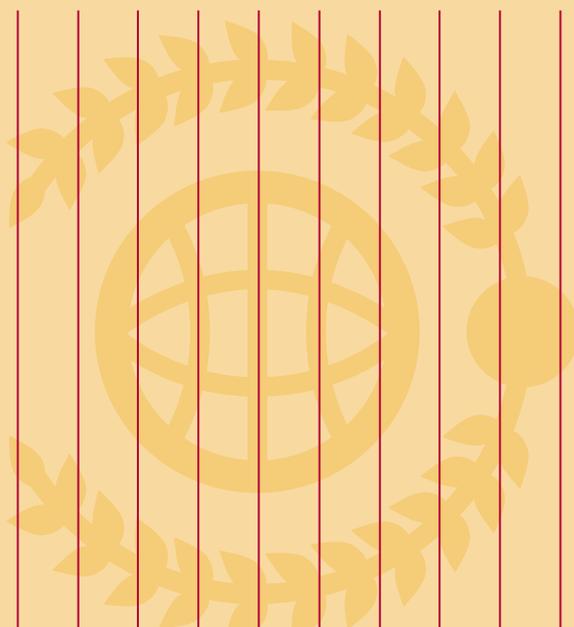
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Places Visited

Places visited



A yellow background with a faint globe icon surrounded by a laurel wreath. Below the icon are ten horizontal lines for writing.

What others think of you?

People (who loves me) say of me

People (who hates me) say of me



A yellow background with a faint globe icon surrounded by a laurel wreath. Below the icon are ten horizontal lines for writing.



Method Name: “Abigale”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 8
Session Name / Tool	Abigale
Methodology used	Group exercise
Description	<p>The Abigale Case.</p> <p>Abigale loves Tom who lives on the other side of the river. A flood has destroyed all bridges across the river and only one boat has remained afloat. Abigale asks Sinbad, the owner of the boat, to take her across the river. Sinbad agrees, but in exchange wants Abigale to be with him. Abigale does not know what to do and runs to her mother to ask her advice. Her mother says she does not want to meddle in the affairs of her daughter. Abigale, desperate, ultimately ends up betraying Tom, and Sinbad in return leads her across the river. Abigale runs to Tom to embrace him and tells him everything that has happened. Tom rejects her and Abigale runs away. Not far from Tom’s house, Abigale meets John, Tom’s best friend. She tells him all: John punches Tom for what he has done to Abigale and walks away with her.</p>
Goals	<ol style="list-style-type: none"> 1) Support the complexity of real-life situations and the perceptual differences of each individual. 2) Identification of feelings and emotions on reading and subsequent discussion of such a case urging the group of participants to experience the emotional resonances, reflection, identification, food for thought and analysis, models of research that will help the individual to manage the complexity of the problem of violence and of abuse. 3) To foster the ability to share an empathetic problem, and to approach a difficult topic with the absence of fear and without a feeling of individual guilt. 4) Working on the concept of positive value or negative value.
Contents:	<ul style="list-style-type: none"> • Posting pictures of the characters on the walls. • Reading and administration of the case by the coach. • Free discussion on the characters to be allowed and the ability to speak about experience that may be regarded negatively in a social context.

Method Name: "Abigale"

Debriefing (Feedback / phenomenological Feedback)	Phenomenological feedback.	
Materials / equipment required	Print out of the Abigale Story Pictures to represent the main characters in the story	
Tips for facilitators	<p>The tool provides the following activities:</p> <ul style="list-style-type: none"> - Posting photos of 4 character on the wall of the classroom; - Read and deliver the story - Each participant chooses which profiles are GOOD and which ones are BAD in her opinion - Discussion at the 1st level is about the basic assumptions that select some profiles as good or condemn other ones (allows the value system of the participants to be compared) - Discussion at the 2nd level is based 	<p>on the ABIGALE character and the interpretation of her role and the personal dynamics activated and experiences while thinking about her situation, her choices, her behaviour, her attitude, namely:</p> <ul style="list-style-type: none"> - Repression - Rationalisation - Inhibition - Defusing - Affective segregation - Regression - Denial
Duration / time of preparation and realisation	<p>1+1/2 hours 10' preparation 20' activity 60' debriefing</p>	
Duration / Processing time 1-5		
Level of difficulty of coach / mentor 1-5		
Level of difficulty of group 1-5		
Feedback from training	<p>This tool allowed the women to explore the complexity of life and promoted discussion, reflection and analysis in the group. It was an effective way of managing discussion around the subject of violence and abuse and yet it did not raise fear or guilt. After this training session, it is possible to work on the concept of value and non-value.</p> <p>This tool promotes conversation and presents the important issue of values in a playful way. Effectively used with trafficked women but for this group of women it needs to be in conjunction with long and patient listening and building of trust.</p>	



Method Name: “Autobiographical”

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 9</i>
Session Name / Tool	Autobiographical: History Of Life And Report Listening
Methodology used	Exercise + Self-help group.
Description	This is a tool of the Free University of autobiography (designed by Duccio Demetrio) that allows the participant - through writing and drawing - to return to the past, to remember important steps in their lives.
Goals	<ul style="list-style-type: none"> - To rebuild in the written form and/or graphics those moments, events, or important stages of their lives and which may facilitate memories, and allow the participant to process events or words that they normally struggle to express (for example, the unspeakable act of violence or trauma); - To try to facilitate the operational concept of relative pain.
Contents:	<p>The mentor hands out sheets of paper and explains the objectives of the exercise to the participants. These are very simple and are not difficult to comprehend. The same participants are invited to take all the necessary time to mentally remove themselves from the training setting and return to “drawers” of memory that they may have closed.</p> <p>At a methodological level, the proposed tools have the following aims:</p> <p>Re-invoke (experiences, facts, events)</p> <ul style="list-style-type: none"> • Exercises such as “The First time that...”, “Influential Characters”, “Mentors” <p>Remember (emotions, feelings)</p> <ul style="list-style-type: none"> • Exercises such as “Family gallery”, “Changes” <p>Recompose (put all together and in order)</p> <ul style="list-style-type: none"> • Exercises such as “Archipelago, and “Undertow and leeway”

Method Name: “Autobiographical”

Debriefing (Feedback / phenomenological Feedback)	Phenomenological feedback.
Materials / equipment required	<p>The present tool deals with the development of the narrative ability, based on the concept that the written memory may help to raise our own energy, giving us the desire to express ourselves, improving observation skills and the capacity to interpret reality.</p> <p>See suggested worksheets</p>
Tips for facilitators	<p>The mentor will indicate clearly and explicitly that it is not necessary for the participants to present the results of their work to the group. The decision to present or share their exercise will be a free choice.</p> <p>The bibliography and narrative novels which support this tool are included in the guide bibliography.</p>
Duration / time of preparation and realisation	<p>10' preparation 30'/40' activity 30'/40' debriefing</p>
Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	 (Emotions acted and expressed are manageable and limited)
Feedback from training	<p>Concern was raised about the fact that this method requires deep and targeted training as victims are invited to tell their stories, their autobiography. Some women will have repeatedly told their stories in the past, so the counsellor or facilitator should pay close attention and try to provide new motives. Our memories make us what we are, and this method can be useful for training purposes if delivered with the necessary attention.</p> <p>Autobiography can soothe the victims' wounds and therapists argue that this method can help trauma victims calm down and release some of that mental tension.</p> <p>The Family Tree part proved, at an early stage, the most appropriate way to give opportunities to women to tell their stories and to tell what they deem most relevant in life, starting with family relationships as they generate in each individual a strong emotional impact.. Despite some initial mistrust in some women, all recipients opened an autobiographical story that allowed us to know them better. Furthermore, the choice of the tools “The first time ...” and “Changes”, which also belong to the “autobiographical Tale” tool were decisive. The Archipelago part (of Autobiographical Tale) allowed a more subtle approach which was not too invasive and, at the same time, made it possible to bring out a general picture of the person's life and their key events. This tool allows the woman to retrace the events that characterise her own experience and to then project into a new context, in this case work opportunities etc. Any criticism of this tool is connected to the unwillingness of some of the women to get involved and tell about herself, but also perhaps, to an inability to have an overview of her life and to decode/represent it through a drawing.</p>



Worksheet: **Autobiographical: The First Time That...**

Remember and write down when it happened for the first time:

Have you ever thought of something important?

Have you ever done something worthy for yourself or for others?

Have you ever loved someone?

Have you ever felt free?

Have you ever felt pain?

Have you ever known injustice?

Worksheet: Autobiographical: The First Time That...

Remember and write down when it happened for the first time:

Have you ever discovered beauty?

Have you ever felt happy?

Have you ever felt the pleasure of observing or looking at something?

Have you had something remain fixed in your memory?

Have you ever played? (Specify what you played with, with whom and where you played)

Have you ever learned anything useful?

Worksheet: Autobiographical: Life Changers

People who influence your destiny. Who are they?

There are people that we meet in our life that we have forgotten or who we had to forget. Persons who we searched for or who we met randomly and these people have marked our destiny or caused our lives to change. These people could be our parents, for example, and even if we didn't have them with us or know them, for us, their influence affects the rest of our lives.

Moreover, these people may be good or bad, they may have been good or bad to us; they may have influenced us with suggestions at important times or they may have given us examples to follow. Here, their influence may have been unintentional and so they should not be confused with mentors who intentionally act to help us improve ourselves. Write down some of your past and present Life-changers, ideally in alphabetical order and split into "Good" and "Bad"

"Life Changers - Good"

"Life Changers - Bad"



Worksheet: **Autobiographical: Undertow and Leeway**

Memories to forget and memories to remember each day.

Nautical metaphors are numerous and many can be applied to ourselves and to how we think about our lives when making an autobiography. There are many memories that we would like to completely forget, so these we would leave

to go adrift forever, pulled away by the undertow. Other memories we want to hold onto very strongly and these we would like to keep in the leeway.

Which one(s) would you leave go?

Which one(s) would you keep?

Method Name: “Support Group”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 10
Session Name / Tool	Support Group
Methodology used	Educational games
Description	Discussion/support group with a focus on the topic of parenting
Goals	To allow people who are isolated or seeking an opportunity to discuss/express enabling expectations, points of view, criticism and opinions in order to promote mental development.
Contents:	Support groups help to cope with psychological isolation. The family and social circle are not always able to detect the suffering of close relatives and to provide an appropriate response. Through its neutrality, the support group facilitates the expression of self-questioning (i.e. of a personal or intimate questioning process).
Debriefing (Feedback / phenomenological Feedback)	Support group promotes a collective identification model which is marked by specific, common and individual values. The support group can have the function of providing a space in which any difficulties can be represented and provides a support to move ahead progressively in the construction and strengthening of both confidence and internal security. Every story is unique but also common through shared areas of experience with the group; such group sharing creates an opportunity for individual participants to discover that others may have encountered similar difficulties as they are experiencing or they may also learn from the difference in difficulties encountered by others.
Materials / equipment required	Discussion group of 2 to 8 persons
Tips for facilitators	This support group is led by a clinical psychologist. Some basic rules must be respected by the participants: <ul style="list-style-type: none"> - Discretion. - Privacy. - Freedom of speech or right to remain silent - Non-judgment.

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Method Name: “Support Group”

Duration / time of preparation and realisation	For half of a day, as many times as possible and for as long as is needed
------------------------------------------------	---------------------------------------------------------------------------

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	Support groups are very constructive and effective. They help women feel accepted and understood. The group helps participants to feel secure and supported.

Method Name: The Ropes

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 11
Session Name / Tool	“The Ropes” - Our need to feel safe Tool used in Belgium for Wallonian citizenship training.
Methodology used	Group Exercise
Description	Use of an animation to establish in the group a safe framework where co-operation can be promoted.
Goals	<ul style="list-style-type: none"> ✓ Throughout this activity, the participants collectively define the rules to promote the establishment of a climate of confidence and security which is necessary for intercultural dialogue. ✓ With this activity, various specific objectives are pursued: <ul style="list-style-type: none"> • To promote an atmosphere of confidence and trust • To establish a space where women can feel safe to speak out • To define the conditions needed by the women for expressing themselves, for listening to others and for sharing opinions and experiences <ol style="list-style-type: none"> 1. Explain to the participants that basic rules are essential to create a climate of respect and safety in the training session. 2. Display on a paperboard ‘Our need to feel safe’. 3. Write the letters C-O-R-D-E-S (in French) or R-O-P-E-S (in English) vertically and in the left side of the table. 4. Explain that the ropes that connect us in the group may be viewed as a “safety net” or even a rope for climbing. They will be our rules, commonly accepted and respected. Rules that every one has to adhere to during the sessions. 5. Invite the participants to propose and to group the words that come to mind and that start with one of the five letters contained in the word r.o.p.e.s. This will identify some fundamental needs and conditions that will allow the participants to work in security and trust. <p>It is important to identify some practical way to mark the “critical moments”. The group can agree on a word (e.g.: STOP) or a gesture, which each member can use to stop an exchange that makes them feel uncomfortable, or affects them personally or causes hurt to them.</p>



Method Name: **The Ropes**

Goals	<ol style="list-style-type: none">6. The trainer provides suggestions to prompt for inclusion of any important rule which would have been forgotten or on how to implement the word and/or gesture to stop an unwanted exchange. Normally, the 5 letters of ROPES are sufficient to lay down any rules necessary to ensure the well-being and security of the group. However, if the group wishes to add one that does not begin with one of the five letters, it is possible to do it.7. If there are lots of words, invite the group to agree on two or three per letter.8. Ask participants if they all agree to respect these basic rules. It is necessary to get a consensus on all the rules and so on the ROPES in general.9. All participants and the trainer sign the 'ROPES'.10. Visibly display the ropes in the room, including during subsequent meetings.
Debriefing (Feedback / phenomenological Feedback)	The trainer or any participant can mention the ropes to remind the group of the common rules chosen together.
Materials / equipment required	Paperboard, felt
Tips for facilitators	<p>THE REALISATION OF "ROPES", A CRUCIAL MOMENT IN THE PROCESS OF TRAINING.</p> <p>It is very important that the trainer participates specifically in the elaboration of the ropes (see steps 6 and 10). By providing one or more suggestions and by signing the "ROPES", the facilitator creates what is called "A third party", in this case a "normative" reference developed not by one or the other actors of the Group (the trainer or participants) but rather by all of the people who will share the training. This 'third party' substitutes the 'I' of trainer or the 'Us' of the participants, by "we all".</p> <p>The existence of this 'third party' promotes the establishment of a dynamic of cooperation. Indeed, the trainer is no longer the sole guarantor of the climate of confidence and security, and therefore the only holder of the authority. All members become equally responsible.</p> <p>The ropes are displayed in the classroom and all the participants have the responsibility to respect the confidence and trust climate established. The participants can refer to them if they feel uncomfortable.</p>

Method Name: The Ropes

Tips for facilitators	Participants may struggle under the constraint of the letters as a lower level of education or language difficulty might make it difficult to think of a relevant word under these letters. A general brainstorm would allow for greater scope which could then be narrowed down to within the framework of the letters.
Duration / time of preparation and realisation	5 minutes - preparation 25 minutes - development

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>This was an appropriate way to establish a safety framework in the group and to promote cooperation. This tool fits at the beginning of training and it allows the participants to collectively define the rules for the group. This leads to a climate of confidence and security which is necessary for intercultural dialogue.</p> <p>This tool helps women connect to each other and feel a bond with the host country as it is more used with foreign women in group sessions.</p> <p>EXAMPLES: French</p> <p>C = concentration, confidentialité, calme, ... O = ouverture, « OUCH ! » (si quelque chose nous blesse personnellement), . R = respect (de l'opinion de l'autre), responsabilité, ... D = donner, dévoiler, diversité (pas besoin d'être tous d'accord), ... E = empathie, exploration, écoute, ... S = sensibilité, sourire, ...</p> <p>EXAMPLES: English</p> <p>R = Respect, responsibility, ... O = open, "OUCH!" (if something hurts us) P = peace, privacy, ... E = empathy, exploration, ... S = sensibility, smile, ...</p>



Method Name: **Money Matters – a Personal Budget**

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 12</i>
Session Name / Tool	Money Matters – a Personal Budget
Session Description	This session introduces and completes a personal budget
Session Objective	Identify income and expenditures and based on these to produce a budget and then evaluate it.
Programme - Identify where in the Programme this activity fits best	This was originally intended as a part of a six week session on Money, saving, debt etc. However in NEW START this personal budgeting part was used as a stand-alone section towards the end of the course.
Session instructions	<p>Introduction - Motivation</p> <p>A) Why should I do a personal budget?</p> <ul style="list-style-type: none"> • See how much money comes in • See how much money goes out • See how much money you have left • Plan future spending and saving • Separate living needs from essential expenditures. <p>Introductory Activity</p> <p>B) Introduce and explain a personal budget sheet (this can be hardcopy or an excel sheet depending on IT skills). Ask the learners to fill this out using the case family details provided in session one (or they can use their own details if they wish – maybe provide a blank copy to be done at home, privately.)</p> <p>Core of the Session</p> <p>C) Give two scenarios. We introduce a character called Daphne. Daphne is a single mother with two children. Two budgeting scenarios are provided (See Daphne I and Daphne II as examples) When the participants have done the calculations and have established whether or not there is a surplus or deficit – a group discussion can be held to establish what Daphne should do now. Saving, extra spending or if they are in debt what should they do?</p>

Method Name: **Money Matters** – a Personal Budget

Session Feedback	Have the learners learned something new. Do they see value in budgeting to help control personal finances?
Materials / equipment required	A personal budget sheet worksheet, calculators, pens and paper. Daphne I scenario and calculation sheet (surplus) Daphne II scenario and calculation sheet (deficit)
Time	1 - 1.5 hours
Tips for facilitators	Allow the women worked in groups if they wish. This will mean that they will be able to help each other and enjoy the exercise. Working in groups allows participants with lower levels of education to participate with more confidence. Difficult numbers were used on the scenario sheets but the women were advised to round the numbers to make a basic calculation.
Feedback from Training	This is a good tool to teach women to handle their finance and money Use of simple calculators or mental addition and subtraction are recommended. Scientific calculators were confusing and the women ended up doing the calculations on paper. The women enjoyed deciding what Daphne should do about the surplus and had many suggestions as to where she could save money and they enjoyed the discussion and brainstorming after the calculations had been completed



Worksheet: **Money Matters** – a Personal Budget



Worksheet Scenario 1

Personal Budgeting for Daphne 1

Daphne is a single parent who works part time and earns **€164.35** a week. She lives in a council house with her 15 year old and ten year old children and she pays €57.30 a week rent. She pays €2.36 a week to insure her house contents.

Because she works she is entitled to a family income supplement of **€263** a week. Her child benefit and back to school allowance total **€68.08** per week. She has a full medical card entitlement.

Her grocery bill comes to Euro 118.12 a week. She spends €44.97 weekly on heating and lighting her house. For phones and TV for the house she spends €13.91 a week. She has travel costs of €32.76 a week for herself and the children and she uses public transport to get to and from work. She estimates that she spends €24.35 on education and her childcare costs are €13.54 a week.

On average she spends €24.98 on clothing She spends €19.12 a week on healthcare and personal care. She averages €27.57 on household goods and services. She estimates that all other sundry costs for the family per week are €76.67 a week.

Calculate Daphne 1's total weekly income? Use Table 1 overleaf to itemise all incoming money. Calculate her total weekly outgoings. Use Table 2 to itemise and total all of her weekly outgoings or spending

Is the difference positive or negative? Does Daphne have money left at the end of the week?

What should she do? Identify steps that she could take?

Worksheet: Money Matters – a Personal Budget



Worksheet Scenario 2

Personal Budgeting for Daphne 2

Daphne is a single parent who is unemployed and receives earns **€188.00** a week Jobseekers Allowance with an added **€59.60** Qualified child increase. She lives in a council house with her 15 year old and ten year old and she pays €30.34 a week rent. She pays €2.36 a week to insure her house contents.

Her child benefit and back to school allowance total **€68.08** per week. She has a full medical card entitlement and a weekly fuel allowance of **€10.00**.

Her grocery bill comes to €118.12 a week. She spends €44.97 weekly on heating and lighting her house. For phones and TV for the house she spends €13.91 a week. She has travel costs of €32.76 a week for herself. She estimates that she spends €24.35 on education. On average she spends €24.98 on clothing She spends €19.12 a week on healthcare and personal care. She averages €27.57 on household goods and services. She estimates that all other sundry costs for the family per week are €73.61 a week.

Calculate Daphne 2's total weekly income? Use Table 1 overleaf to itemise all incoming money. Calculate her total weekly outgoings. Use Table 2 to itemise and total all of her weekly outgoings or spending

Is the difference positive or negative? Does Daphne have money left at the end of the week?

What should she do? Identify steps that she could take?

Method Name: “Self-awareness” - questioning of self-esteem and individual potential of women victims of gender-based violence”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 13
Session Name / Tool	Self-awareness: questioning of self-esteem and individual potential of women victims of gender-based violence
Methodology	Teaching method: collective interview, workshop...
Description	The purpose of this tool is to increase the self-esteem and self-confidence of women who have been victims of domestic violence by identifying the qualities and skills of each participant and by evaluating their potential.
Session Objective/ Goals	<p>Indicate the purpose of the session: To get back to the connection between self-esteem and employment as well as to understand which skills could help to improve their employability. At the end of this session, the “radar of skills” tool can be distributed and filled in again (to see if there are any changes between this radar and the one from the previous session).</p> <p>In general, it will be important to go over with each participant, the four distinct aspects of the session (a few minutes at the end of each session will be required in order to amend content, if change is needed):</p> <p>Content: subject matter, discovery learning Animation: participation, methods, techniques Relationships: climate, team spirit, quality of teamwork Organization: time management, equipment, space</p>
Session Objective/ Goals	<p>Development of communication-skills, self-evaluation and self-awareness</p> <p>To promote cooperation and spirit-team</p> <p>To develop vocabulary around qualities</p> <p>To identify the skills of each participant</p>



Method Name: “Self-awareness” - questioning of self-esteem and individual potential of women victims of gender-based violence”

Session Feedback/ Evaluation	Evaluate the session. Identify the important elements about self-awareness and self-esteem that emerged during the session.
Description	<ul style="list-style-type: none">To be able to identify some of your own qualities and skillsTo know how to evaluate your own potentialTo be able to identify what is appreciated by othersTo know how to define self-esteem and the factors influencing self-esteemTo be able to listen to others and assertivenessTo know their own key life skills and development needs of othersTo be aware of their ability to have self-control
Time	3 hours
Tips for Facilitators	For target group with low level of education, the trainer should explain the terms and the methodology used within this session, in order to motivate the participants to be actively involved in implementing the training course.
Feedback from Training	The purpose of this tool was to increase the self-esteem and self-confidence of women victims of domestic violence by identifying the qualities and skills of each participant and by evaluating their potential.

Method Name: “Communication” (How can I introduce myself? Aids and barriers to communication)

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 14
Session Name / Tool	“Communication (How can I introduce myself? Aids and barriers to communication)”
Session Description	The objective of this session will be to develop participants’ communication skills through a variety of activities. Skills will be developed through several means (listening, aids and barriers to communication, assertiveness, assistance). To improve participation, it is conceivable that the facilitator may participate in the activities proposed. The facilitator will remember the rule of respect and positive communication (everyone can express their views and have different opinions and can counter argue but only in a positive and respectful way). It is important to congratulate the participants about their progress and participation.
Session Objective/ Goals	To define aids and communication barriers To develop communication skills To develop assertiveness To develop the listening and argumentation capacity
Methodology	Class lectures and debates
Session Feedback/ Evaluation	To be able analyse a message in terms of both its content and form To know what aids and what blocks communication To know how to assert her ideas To learn to respect others To develop skills in self-presentation
Time	2 Hours
Tips for facilitators/ Note	Prior to this session, the facilitator will ideally have covered identification of their skills and qualities. This means that this session can start with a verbal presentation by each of the participants.
Feedback from training	



Method Name: “Decision Making And Problem Solving”

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 15</i>
Session Name / Tool	Decision Making And Problem Solving
Session Description	The purpose of this session is to help the participants to understand some of the mechanisms that are used in decision making. There are some bases for decision making that people do not realise they have or use when making decisions. Firstly, the term «decision» should be defined. Then, the potential difficulties in decision-making can be identified from the participants’ own experiences and finally, the strategies that can help and improve decision making can be identified. Of particular importance is to discuss, for at least fifteen minutes after the session, what was understood by the participants as the final section content is difficult to understand.
Session Objective/ Goals	To develop life decision making skills. To develop life communication skills. To develop collaborative skills.
Methodology	Teaching method: collective interview, and workshop.
Session Feedback/ Evaluation	Being able to define decision making. Knowing how to identify how to make decisions. Knowing the stages of decision making. Identifying barriers to decision making.
Time	2 Hours
Tips for facilitators/ Note	For target group with low level of education, the trainer should explain the terms and the methodology used within this session, in order to motivate the participants to be actively involved in implementing the training course. Use simple everyday language. Avoid the use of jargon.
Feedback from training	

Method Name: “Positive Self-Presentation”

Programme	Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 16
Session Name / Tool	“Positive Self-Presentation”
Methodology used	Teaching method: collective interview, workshop.
Description	<p>This session will aim, using an oral presentation, to see what techniques proposed in the module are actually used by participants in specific situations in the market place. It will observe the acquisition of new skills by the participants, and note the observable changes between their first presentation and final presentation (after participation in the module).</p> <p>Through demonstrating the exercises throughout the sessions, we have shown that they are transferable and applicable to situations in daily life. This will allow participants to make a point about the skills they have developed and what remains to be done to improve others.</p>
Goals	<p>To show self-assessment of the life skills developed</p> <p>To show through the analysis of the situation the life skills developed</p> <p>To demonstrate the communication skills developed</p>
Contents	Location to hold the presentations and presentation equipment e.g. flip charts, overhead projectors etc.
Debriefing (Feedback/ phenomenological Feedback)	<p>Participants will have identified:</p> <ul style="list-style-type: none"> • The factors determining self- confidence • The level of confidence and self-esteem • The skills acquired throughout the module as well as how to apply them
Materials/equipment required	Presentation materials such as overhead projectors or flipcharts etc.
Duration/processing time	2 Hours
Tips for facilitators	For a target group with low levels of education, the trainer should explain the terms and the methodology used within this session, in order to motivate the participants to be actively involved in the implementation the training course.
Feedback from Training	This tool used oral presentations and helped the women to see and identify what techniques are actually used by the different participants.



Method Name: “The Cards”

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 17</i>
Session Name / Tool	The Cards A Tool for Self-Opening and Self-Exploration
Methodology used	Based on “A practical guide for professionals to Acceptance and Commitment Therapy”, Hayes, Steven C., and Kirk D. Strosahl. Springer Science & Business Media, 2004.
Description	<p>This tool can be used, in a protected and reassuring atmosphere, for a group of women whose goal is to be able to open up again after having a painful experience. The theoretical pre-requisite on which this tool is based concerns the awareness that, in the women, there is a constant effort to get rid of their pain, which in fact, just amplifies it, trapping the person even more into herself and transforming her experience into something traumatic.</p> <p>Due to the nature of our minds, when we face a problem, the general reaction is to try to figure out how to solve it. Figuring out how to free ourselves from unwanted events (such as predators, cold, floods) has always been essential for the survival of the human race; however, using this same mental process in our own internal processes does not work. When we come across a painful, internal event, we tend to do what is usually done: organize and solve it, so we can get rid of it. In reality, however, the internal experiences are not equal to the external events and these methods to try to eliminate them do not work.</p> <p>Using this tool, therefore, encourages women to form a vital and deliberate contact with their own experience. The facilitator can choose from 30 cards, each which has on a different question written on it. The facilitator chooses the cards which are most suitable for the woman and presents them to her, facilitating her to open herself up and enabling a self-exploration of her pain.</p>
Goals	<p>The main objectives are:</p> <ul style="list-style-type: none"> - Encouraging opening-up of the self - Facilitating self-exploration - Transforming painful experiences or memories which the woman may be unable to speak about and enable these to be transformed so the woman can speak about them.

Method Name: “The Cards”

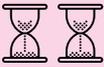
<p>Contents:</p>	<p>Discuss the following questions with the participants:</p> <ol style="list-style-type: none"> How to facilitate active listening? How to promote effective communication? The importance of ensuring the woman’s / the project user’s privacy with respect to the very intimate contents on which she is being asked to work What does Self-opening and self-exploration mean Distinguish which issues can be explored and which to respect the privacy boundary that the woman establishes Presentation of the cards tool How to use the cards tool <ul style="list-style-type: none"> - Simulate an interview in which the cards are used, making sure that each participant is the first user and then professional within the simulation - Then ask each participant how she felt, if she encountered particular difficulties in the use of the tool and what can be improved from her point of view - Try to give as much practical advice during the discussion and the debate in group
<p>Debriefing (Feedback / phenomenological Feedback)</p>	<p>All the participants are provided with a concrete and easy to use tool that favours self-opening and self-exploration in cases where the women have suffered violence. The questions asked on the cards have been designed with the purpose of choosing the best questions to ask in order to help the woman to talk about herself, her pain and her story. For the cards to work a secure emotional climate needs to have been established and choice of the cards also depends on the degree of availability expressed by the woman.</p> <p>With this tool, the participants can achieve a better degree of perceived self-efficacy because the use of such a tool eliminates the difficulty the facilitator who works with stories of violence has, of having to constantly choose the right questions to ask in order to facilitate the self-opening and self-exploration, and at the same time, to respect the emotional distance needed by the woman, especially at the beginning.</p>
<p>Materials / equipment required</p>	<ol style="list-style-type: none"> Cards Pencils, pens, coloured pencils, scissors and rulers.
<p>Duration</p>	<p>A day of training (3 hours) and a second day dedicated to deepening and simulation</p>

LIFE COACHING AND MENTORING GUIDE

For female survivors of gender based violence



Method Name: “The Cards”

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Tips for the facilitators	It is suggested to facilitators who want to use this tool, to consider that the ultimate goal, which is intended from a psychological point of view, is to provide women victims of violence with the help they need to accept their own story and to no longer live locked in their past, but rather, to enable them to use all of their resources in their current life.
Feedback from training	The tool is based on special cards displaying imaginative items, words and lyrics. The cards deal with personal attitudes, conditions, and expectations to reflect upon. The aim is to try to remove all those that do not resonate with the woman and leave only those most important or prioritised by her. The tool allows the reducing of the time necessary to know a person during an interview, to gather information on life stories; it, even, raised knowledge in its own right, such as, an ability to analyse, assess and decide as necessary conditions to accept and face difficult situations. Effectively used with trafficked women but for this group of women it needs to be in conjunction with long and patient listening and building of trust.

Method Name: “Knowledge Exchange Workshop”

<p>Programme</p>	<p>Part 1: Personal Development / Life Coaching and Empowerment Matrix Tool 18</p>
<p>Session Name / Tool</p>	<p>“Knowledge Exchange Workshop”</p>
<p>Methodology used</p>	<p>Active, participating, expository, illustrative, explanatory. Each participant is asked to identify personal knowledge, skill and know-how. She is responsible to organize the content of a skill and communicate her knowledge to the group.</p>
<p>Goals</p>	<ul style="list-style-type: none"> ✓ Enhance participants’ know-how ✓ Demonstration of knowledge; ✓ Learn to dare, to undertake; ✓ Strengthen women’s self-esteem; ✓ Exchange experiences; ✓ Federating knowledge. ✓ To help the group get to know each other and feel comfortable sharing experiences ; ✓ To get to know the group members better ; ✓ To discover and / or explore new subjects and new topics.
<p>Content</p>	<ol style="list-style-type: none"> 1. Initially, the facilitator(s) offer knowledge and demonstrate concretely what a knowledge exchange workshop looks like. 2. For example, Chiara can offer an introductory language course in Italian and Elisa can propose a basket-ball class. 3. After clarifying the objectives of the workshop, the trainer will answer any questions for planning the future. 4. What is very important is to support the initiative of the participants and to support those who do not feel confident (or think they do not have something interesting enough to share or to teach to the others, which is impossible!). 5. Another essential element to the success of the workshop is to establish a calendar of exchanges in order to better organise practical demonstrations of participants.
<p>Debriefing (feedback/ phenomenological feedback)</p>	<p>The trainer or any participant could mention the knowledge demonstrated to remind the group the common experiences shared together.</p>

LIFE COACHING AND MENTORING GUIDE

For female survivors of gender based violence



Method Name: “Knowledge Exchange Workshop”

Materials / equipment required	The trainer will need to have an initial demonstration to show the class what is meant by knowledge exchange. Thereafter, the requirements will depend on what skills the individual is presenting to the group.
Tips for facilitators	<p>This activity is launched on the first day (s) by the facilitator (s) and it is repeated every week thanks to proposals of the participants.</p> <p>This activity met a specific need: the need to be valued. The women whom we were able to meet every week do not recognize their own know-how.</p>
Duration / time of preparation and implementation	<p>30' preparation.</p> <p>60' activity</p> <p>10' debriefing/activity</p>

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>The knowledge exchange workshop seems to be a good tool to meet a specific need: the need to be valued. This activity provides self-esteem and responsibility. Each participant is asked to identify personal knowledge, skills or know-how and she is responsible to organise the content of her knowledge for presenting to the group.</p> <p>Nice tool, women worked with it informally. They have had support from the coaches and the women who currently reside in shelters they were encouraged to help each other.</p> <p>Examples:</p> <ul style="list-style-type: none"> - One participant offered a small language course in Farsi. This introduction to the Farsi-language enabled the group to detach from each individual's own language and together to learn another new language even another new alphabet for some participants. - Thanks to this knowledge exchange workshop, another participant transmitted to the group her passion for painting and her artistic skills. Her presentation provided a good exchange of ideas and reflections about art and perception of it in different cultures. - One lady decided to give to the group a writing workshop. Writing is part of her daily life and she wanted to share her passion with the group.

Method Name: “The Hand of Knowledge”

Programme	Part 1: Personal Development / Life Coaching and Empowerment <i>Matrix Tool 19</i>
Session Name / Tool	The Hand of Knowledge
Methodology used	Individual exercises Group collaboration
Description	For Participants to develop a list of their own knowledge
Goals	<ul style="list-style-type: none"> - To get each participant to list everything she can do in her daily life : the hand of knowledge - To recognize the personal skills of participants and enable them to re-build their self-esteem and personal confidence
Contents:	<ul style="list-style-type: none"> • The facilitator invites each participant to list everything she can do. For example: to cook, to manage the budget of a family, to plan the week, to speak several languages, to drive a car, etc. • Each participant is requested to trace out the shape of her hand on a sheet of paper. • Each participant ranks her skills. If the participant has limited writing skills, the facilitator writes what she dictates (there is no discussion of the relevance of the proposal of the participant at this time). • The creations are exhibited and pasted on a poster. • Each participant takes one of the creations, reads it and invites the group to guess who it is. (If participants are non-readers, the facilitator reads the creation).
Debriefing (feedback/phenomenological feedback)	<p>When everyone has completed their display, the facilitator begins with a group exchange process and discusses the skills and the know-how in the group.</p> <p>This activity can be connected to the “I am beautiful” and the “Tree of life” activities.</p> <p>These “hands” are the first step for the participants to be aware of their skills and to go further in their life-project development (“Tree of life” activity).</p>

LIFE COACHING AND MENTORING GUIDE

For female survivors of gender based violence



Method Name: “The Hand of Knowledge”

Materials / equipment required	<ul style="list-style-type: none"> - A sheet of paper for each participant - Adhesive Paper - A poster
Tips for facilitators	<p>For some women it may be difficult to identify and own their competences as a valued skill.</p> <p>To help any participant that experiences difficulty, the facilitator can invite her to see different photos or posters about daily life skills and work.</p>
Duration / time of preparation and implementation	<p>10' preparation</p> <p>45' activity</p> <p>15' Feedback</p>

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>This was a great tool to allow the participants and trainers to get to know each other better. It gave an opportunity to women to tell their stories, express how they feel and what they can do. Some participants did not feel that they had any skills or knowledge at the start of this exercise but by the end each participant could identify their own competences and skills.</p> <p>The trainers suggest using tools “How do I feel?” and “Talking about me” after this tool to further get to know the groups. Also this ‘Hands’ tool was a first step and the “Tree of Life” activity follow on with a life-project development for each participant.</p> <div style="display: flex; justify-content: space-around;">   </div>

Method Name: “ ”

Blank Tool Provided to Allow Training to be extended.

Programme	Part X:Development Identify the section in which to include the training Part 1: Personal Development / Life coaching and Empowerment Part 2: Professional Development / Entrepreneurial and Employability Skills
Session Name / Tool	
Methodology used	
Description	
Goals	
Contents	
Debriefing (Feedback / phenomenological Feedback)	
Materials / equipment required	
Tips for facilitators	
Duration / time of preparation and realisation	

Duration / Processing time 1-5	
Level of difficulty of coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	



THE TOOLBOX

Toolbox PART 2: Professional Development

Entrepreneurial and Employability Skills

The following tools comprise the training sessions from **Part 2: Professional Development aimed at improving entrepreneurial and employability skills.**

The following tools assume that the personal development needs of the women have been or are being met and that the women are at a place in their lives where they are able to and wish to 'move on' with their lives in terms of seeking financial independence in the form of work or entrepreneurship.

For implementation of tools in this section, the greater emphasis must be focused on the participants' activity, their cooperation and communication. The main aim of this training is to build entrepreneurial and employability skills while increasing self-confidence and self-efficacy etc. The Personal Development is still a primary goal with this Professional training section. It is a blend of content and process.

Method Name: “No Obstacle In Our Way”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool A
Session Name / Tool	No Obstacle In Our Way
Methodology used	Group Exercises
Description	An exercise to use for women who have been victims of violence to learn to that all obstacle can be overcome. This is achieved in the session through a variety of fun and personal interactions.
Goals	To realise that overcoming obstacles may take time and hard work and explore the different ways that people use to overcome obstacles
Contents	<ol style="list-style-type: none"> A. The mentor should pick a big empty inside space B. The coach asks for a volunteer (if no one volunteers the mentor chooses a woman) C. The woman along with the team set one goal she would like to achieve D. The opposite wall is the point the woman shall try to reach, it is the point that her goal is achieved E. All the other women are instructed to stand in the way covering all the empty space between the woman and her goal (the wall). F. The women should have various body positions. The women represent the obstacles we have to overcome when trying to reach a goal. The “obstacles” are instructed to make her goal hard (but not too hard) to reach, e.g. they should block her way, moving back and forth, just stand and not move. But in every case the obstacles must be beaten. G. The woman is encouraged by the coach/ mentor to start trying to reach her goal which is the other end of the wall. She has to overcome the obstacles which make her way hard. She has to go around them, push them, avoid them, and run away from them. H. When the woman reaches the end goal the group cheers and applauds. I. Then all the other women take turn. The coach/ mentor makes sure that all women participate and reach their goal.



Method Name: “No Obstacle In Our Way”

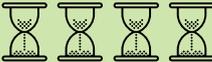
Debriefing/Feedback	Evaluate the exercise: Did the participants learn how overcome obstacles? Did they get clearer picture on overcoming real problems?
Materials / equipment required	A big empty room
Tips for facilitators	<ul style="list-style-type: none">👉 In this exercise it is advised that the mentor is the first to try it so that the women can see what is asked from them👉 Also, at first the mentor can be an obstacle👉 Women “obstacles” should use no violence to prevent the woman reach her goal👉 In the end talk about ways people use to overcome obstacles. The exercise helps to visualise them, e.g. go over obstacles, go around them, push them away etc.👉 This exercise should be fun and allowing the woman realise nothing is unmanageable👉 You can learn a lot about the woman you coach, some start running, others take time to think etc.👉 You are invited to help by cheering and giving her courage
Duration / time of preparation and realisation	1 hr
Feedback from training	Powerful tool with very positive feedback. Women feel empowered after this experience and they discover their power and strength which they often feel that they have repressed.

Method Name: “Radar of Skills”

Programme	Part 2: Professional Development / Entrepreneurial and Employment Skills Matrix Tool B
Session Name / Tool	Radar of Skills
Methodology used	Individual exercise followed by self-diagnosis and self-assessment.
Description	Self-diagnostic tool with defined transversal skills.
Goals	The tool is structured so that each participant can be evaluated with respect to the skills default by the coach/mentor as is essential to the target and the objectives of the project, indicating for each value in range 1-5 on the Likert Scale. From the evaluation of the values identified, a chart is produced that identifies the strengths to be strengthened and weaknesses for which to intervention might be necessary.
Contents	<ul style="list-style-type: none"> • Think about the importance of each of the skills diagnosed in relation to employment prospects. • Facilitate an objective evaluation of individual skills after the theoretical definition of these (features, benefits in terms of employment). • Determine the contribution of all the other instruments adopted within the module through a further phase of repetition of the same model at the end of the professional development training. • Evaluate effectiveness and quality of all the other instruments administered.
Debriefing/Feedback	Feedback classroom.
Materials / equipment required	Template - Annex 1
Tips for facilitators	Use with the Radar of Skills suggested Worksheet
Duration / time of preparation and realization	30' - 60' 50' - 45' preparation. 10' - 15' activity. Two sessions of activity (at the beginning of the entire coaching / mentoring and in the end).



Method Name: “Radar of Skills”

Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>One partner mapped the skills that housewives and mothers have (time management, organisation etc.) and showed their relevance in the workplace.</p> <p>Also when the skills have been identified and recorded these should be kept to facilitate skills section on the CV.</p>

Worksheet: “Radar of Skills” Skills To Be Evaluated

DECISION-MAKING SKILLS

This highlights the potential of making decisions in a consistent manner. A possible evaluation grid is as follows:

- Low tendency to take decisions.
- Little propensity to decide, tends to constantly ask confirmations to others: often hesitant and doubtful.
- Able to take decisions, mainly when forced by circumstances.
- Tendency to make decisions about his/her own role, even in the absence of directives and always accepts the consequences.
- Very high potential in problem management. Makes decisions autonomously and assumes responsibility glimpsing broad goals.

WORK OBJECTIVES

Expresses the tendency to work according to the assigned purposes using effective work methods and adequate time-planning.

A possible evaluation grid is as follows:

- Has a tendency not to pursue any goal, and to merely fulfil the assigned tasks.
- Has no method, sometimes manages to achieve the assigned objectives; has little determination and shows difficulty in overcoming obstacles.
- Expresses the tendency to identify achievable goals and reaches them even though sometimes with questionable operating procedures.
- Is methodical. Potentially able to plan in order to achieve short-term goals with good results.
- Able to plan and organize the most of the resources according to the objectives, even in the medium term. Able to recognize the results not strictly required.

INNOVATION ORIENTATION

Measures orientation to the future, the willingness to perceive innovations, the ability to capture changes. A possible evaluation grid is as follows:

- Accepts with difficulty any innovations or changes no matter where they come from.
- Maintains a passive position towards changes by accepting their own changes.
- Shows a favourable attitude towards daily changes, but is uncomfortable with substantial innovations or changes.
- Tends to accept changes in the operating environment where she carries on her activities and is able to face new organisational situations.
- Has the ability to propose and support changes when faced with new situations.



Worksheet: “Radar of Skills” Skills To Be Evaluated

CONTINGENCY MANAGEMENT

Measures the potential to cope with and manage unusual and unexpected situations. A possible evaluation grid:

- Gets lost when facing minimal changes
- Barely copes with unusual situations.
- When confronting an unexpected situation, tends to react with equilibrium and looks for solutions.
- Shows an ability to rationally cope and manage unexpected events even when they do not lie within her areas of responsibility.
- Has the ability to seize opportunities offered by unforeseen situations and draws maximum advantage both for others and for the organisation.

SENSE OF RESPONSIBILITY

Evaluates the individual’s potential to take on behaviours be able to give adequate answers to the needs of the particular context or problem. A possible evaluation grid is as follows:

- Shows poor and inadequate predisposition to assume professional behaviours and to express a sense of responsibility beyond simple personal tasks.
- Feels able to assume personal commitments and new professional roles only occasionally and for relevant requirements.
- Tends to appropriately address needs and commitments in the various operational areas.
- Ready to respond with skill and efficiency to the various needs of the professional context in which she is inserted, even when beyond her usual skills.
- Expresses a very high sensitivity in understanding the real needs of others, as well as the technical and organisational needs of the operating environment, and has a remarkable ability to respond both.

STRESS MANAGEMENT

Expresses the tendency to face situations of tension and / or intensive and extended workloads maintaining emotional control, balance, willingness. A possible evaluation grid is as follows:

- Shows displeasure towards anything that breaks the work routine, unable to make any judgments on situations.
- Visibly uncomfortable with extremely confrontational, unexpected or unusual situations.
- Shows an ability to manage in a proper way unexpected and/or prolonged workloads.
- Shows an ability to support conflictual situations, and to deal in a balanced way with highly stressful situations.
- Always balanced, able to positively use the moments of high stress and build innovative solutions.

PERSONAL GROWTH

Measures the level of interest to grow professionally and invest in herself to acquire the necessary skills to grow professionally. A possible evaluation grid is as follows:

- Shows little investment in professional development.
- Even already having skills and abilities, does not express an interest or any behaviour-oriented development.

Worksheet: “Radar of Skills” Skills To Be Evaluated

- Shows interest in professional growth but does not always formulate clear objectives for the context in which she operates.
- Possesses a desire for growth in the context in which she operates, acquiring different skills.
- Shows a strong investment to grow and a great capacity to improve her skills.

INTEGRATION OF CULTURAL DIFFERENCES.

Assesses the ability to enhance and integrate with other different cultures. A possible evaluation grid is as follows:

- Expresses narrow-mindedness and dependence with respect to different mentalities / cultures to her own.
- Shows a weak tendency to accept and to bring together different mentalities and / or cultural patterns.
- Open-minded to live with different cultural orientations.
- Shows the ability to manage cultural differences getting a good level of integration.
- Shows the ability to interpret and coordinate, in a unifying system, the different cultural settings, using them as a professional and organisational advantage.

WORKING CLIMATE

The ability to develop a good atmosphere in the working group paying attention to the types of relationships that exist; and reinforcing motivation, cohesion, efficiency and integration. A possible evaluation grid is as follows:

- Pays little attention to having a good atmosphere in her working group.
- Tends to do the job without attention to creating a good climate among the group members.
- Has the ability to recognise the quality of interpersonal relationships and the needs they express.
- Tends to facilitate the development of satisfying relationships by helping to increase the level of motivation and cohesion among members.
- Demonstrates high potential and has a natural propensity to promote cohesion and harmony among the members of the group and achieving maximum efficiency.

DIAGNOSTIC CAPACITIES

Assesses the ability to perceive, process and control a complex system of information in order to identify the significance of an event. A possible evaluation grid is as follows:

- Tends to deal with and seek only one piece of information at a time, and underestimates their relative connections.
- Not always able to deal with incoming inquiries and information coming in an articulated and overall way.
- Properly interprets requests and responds with adequate provision of services.
- Able, by processing of information and request procedures, to identify and assess a situation and to searching for the root causes.
- Possessing a high ability to interpret and assess the significance of an event, even in the presence of limited information.



Worksheet: “Radar of Skills” Skills To Be Evaluated

CREATIVITY

Assesses the ability to deal with known and unknown situations and resolve them with original solutions. A possible evaluation grid is as follows:

- Tends to constantly take the pre-existing solutions.
- Able only occasionally to offer innovative contributions.
- Able to deal with situations by suggesting innovative solutions related to her own specific field of operations.
- Able to propose original solutions to old and / or new problems also, relatively, to external situations in her specific field of operations.
- Always able to propose new ideas and stimulate original ideas, or to use different methods focused on the achievement of results.

RESEARCH ACTION

Assesses the ability to use the service performance as an opportunity for improvement with respect to the quality provided.

One possible evaluation grid is as follows:

- Does not tend to use results as a critical parameter of the overall quality of the service.
- Only occasionally, knows how to introduce improvements in the workplace by using data provided by previous experience.
- Able to use feedback of previous results as a parameter to improve the quality of service.
- Has the ability to use data to guide her own work and actively seeks more information in other areas and / or workplace contexts.
- Expresses high skills in the assessment of results in order to orient herself and others in the business and in the continuous improvement to provide a quality service.

COMMUNICATION

Highlights the ability to interact, understand, reciprocate, listen empathetically, and relate effectively. One possible evaluation grid is as follows:

- Has difficulty expressing what information is available and fully understanding the nature and object of a request.
- Tends to communicate information in a schematic way, with little attention paid to relationships and only inconsistently listens to the questions and requests of others.
- Able to exchange information without adding additional guiding information. The relational style shows signs and modes of openness and curiosity with respect to the needs and requirements of the other.
- Able to process information and to transmit it using communication methods oriented to the audience. Shows good adaptability and flexibility to the behavioural and communicative style of others and uses an empathetic listening mode.
- Has the ability to use and share the information at her disposal to respond in a motivating way to others.

Worksheet: “Radar of Skills” Skills To Be Evaluated

RELATIONAL SKILL

Ease in starting and maintaining interpersonal relationships, and in knowing how to give and take in a mutual exchange. One possible evaluation grid is as follows:

- Has difficulty in relating to others.
- Tends to leave the initiative to others in establishing a relationship.
- Has the ability to initiate and maintain interpersonal relationships and express collaborative behaviour.
- Capable of spontaneous relationships. Basically actively engaged with her contacts.
- Easily interacts with others, with a good capacity to involve and enable mutual exchange behaviour with others.

BEHAVIORAL STYLE

Measures the adaptation potential of her own behavioural style in relation to the behavioural modes of others. One possible evaluation grid is as follows:

- Has real difficulties adapting and showing behavioural versatility. Tends to assume closed behaviours and an unwillingness to relate to others.
- Formally accepts the “other person” but tends to maintain closed and self-indulgent behaviours.
- Shows some discrete adaptability and versatility both in terms of verbal communication and in terms of non-verbal communication.
- Excellent interpersonal and behavioural skills. Excellent level of integration and understanding.
- Considers the other a resource and an opportunity. Able to anticipate the needs and to interpret and bring out even non-explicit needs.

SOLVING PROBLEMS

Evaluates the potential to solve the problems by effectively using possible answers. One possible evaluation grid is as follows:

- Unable to identify the main elements of the problem.
- While recognizing the problem, she does not tend to move towards a solution.
- Potentially able to solve problems, she is able to identify solutions but mainly in the operational area.
- Able to cope with and manage diverse problems and indicate solutions.
- Shows a high ability to solve complex problems and indicate solutions.



Method Name: “Skills Assessment”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills <i>Matrix Tool C</i>
Session Name / Tool	Individual exercise
Methodology used	This Tool explores and analyses skills training and experiential skills possessed. This includes both certified as well as everyday skills.
Description	Self-diagnostic tool with defined transversal skills.
Goals	<ol style="list-style-type: none"> 1) To facilitate comprehensive description of all learning experiences, educational, professional and experiential generally, trying to bring out the value of experiences including formal and informal. 2) To encourage with individualised interview to review, modify and integrate your CV.
Contents	<ul style="list-style-type: none"> • Education • Training • Work experience • Language skills • Other skills • Informal experiences (e.g. Volunteer)
Debriefing/Feedback	Feedback classroom
Materials / equipment required	Skills lists for the various areas
Tips for facilitators	Emphasise the many skills that the women already have and how they are valued in the workplace
Duration / time of preparation and realization	10' preparation 40' - 50' activity 30' - 40' Analysis with individualized assessment interview.
Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	Skill assessment is a useful tool for mentoring work and gives women an idea of what skills they need to enter the labour market.

Method Name: “Building and Using Personal Networks”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool D
Session Name / Tool	Building and Using Personal Networks
Methodology used	Individual and Group Exercises
Description	This session introduces the concept of building personal networks, which is a foundation for helping individuals become cognizant about how the relationships they develop through their personal life and their work in various communities is also building a potentially lifelong network.
Goals	The training session is designed to guide participants to distinguish different communities and networks they have in their lives and identify personal resources they have, and ways of managing these from a personal and business perspective.
Contents	<p>The sessions will cover activities to help participants begin to think about the idea of a (personal) network and its connection to achieving their key goals. The session is broken down as follows:</p> <p>1 Creating a Map of People’s Networks</p> <p>During this time each participant will draw a map of all the different affiliations or communities of people that they belong to. Some of these might include clubs, family, church, neighbourhood, or other communities. After drawing out each of these communities, participants will write as many names as possible in each of these communities. These are the people they know that belong to these communities/networks.</p> <p>When finished they should share their network maps with a small group (3-4 people)</p> <p>As a large group, discuss the following:</p> <ul style="list-style-type: none"> • What did you notice about your network map? • Did you learn anything that surprised you or gain any insights? • Was there any noticeable over- or under-representation of type of person or type of function in your network?



Method Name: “Building and Using Personal Networks”

Contents

Conclusion: These maps are your personal networks. They provide the following in many different ways:

- “moral support”
- “expertise”
- “access”
- “status or identity”
- “resources”

Ask a few people to share why they think this concept or exercise is important and/or relevant to their current work.

2 Building our Networks

Transition into the next activity - after the group has mapped their personal networks. Consider the structure of those networks and how they align with our personal/business goals.

3 Current Analysis

Think about what’s going on in your life currently and what you are up to. Write down a few of your main projects and priorities currently. There is no wrong or right answer to this question. Your answers should be whatever comes to mind, small or large.

Questions to consider at this point:

- How can your network support your project or priority?
- Who specifically?
- Do you think your current network is well -suited to support this effort?
- How could you strengthen your network to better support your goals?

4 Future Analysis

Think about what you might identify as your long-term career or life goal. Write down a few of your big ideas, focusing on at least five years from now or longer. There is no wrong or right answer to this question. Your answers should be whatever comes to mind, small or large.

Method Name: “Building and Using Personal Networks”

Contents	<ul style="list-style-type: none">• How can your network support your project or priority?• Who specifically?• Do you think your current network is well-suited to support this effort?• How could you strengthen your network to better support your goals?• How do you think your network map will change over time to support your goals and priorities?
Debriefing/Feedback	Evaluate the exercise: how does it help the participant? Was the information new? Where are the gaps in the participant’s network?
Materials / equipment required	Flip chart paper, post it notes, selection of coloured markers.
Tips for facilitators	The focus here is on building personal networks, but this can also focus on employability or other relevant contexts for participants.
Duration / time of preparation and realization	2-3 hours
Feedback from Training	Good feedback about this tool. It was difficult to use in the case of Greece. Many of the women who have experienced GBV felt that their network was smaller than it actually is.



Method Name: “Sourcing Information”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills <i>Matrix Tool E</i>
Session Name / Tool	“Sourcing Information” This tool was designed specifically by Cork Institute of Technology, in conjunction with GBV experts, for use in the NEW START programme.
Methodology used	Group Exercise
Description	An exercise to use for women who are/were victims of violence to re-inforce and encourage active steps towards a defined goal. This tool is intended for use at the opening ‘check in’ with the participants in subsequent sessions and would be a growing resource for the group throughout the course.
Goals	To identify pre-existing skills of each individual To focus on a particular chosen goal To take steps to gather information about what resources are available in the community to support the achievement of their goals e.g. local library, educational courses, job search assistance To start building a strong sense of self-efficacy through the taking of steps to successfully gather information about goals
Contents	The facilitator reviews the skills that have been discussed in the previous sessions with the participants. Then she/he introduces the NEW START tree poster (see illustration) Everybody should write down at least two skills that they have and these can be added (using post-it notes or markers) to the tree poster in the tree roots sections. Spend time on this if necessary as it will re-inforce the positive thinking about skills generated in the previous sessions. Explain to the group that each person has their own goals but the focus of the NEW START tree is in the areas of education, volunteering, getting back to work and starting a business and relating these areas to their own interest. Ask the women to think about gathering information about their own goals during the class. Request that each participant seeks out some information available in the community about their goal and that they have it ready to add to the tree for the subsequent week

Method Name: “Sourcing Information”

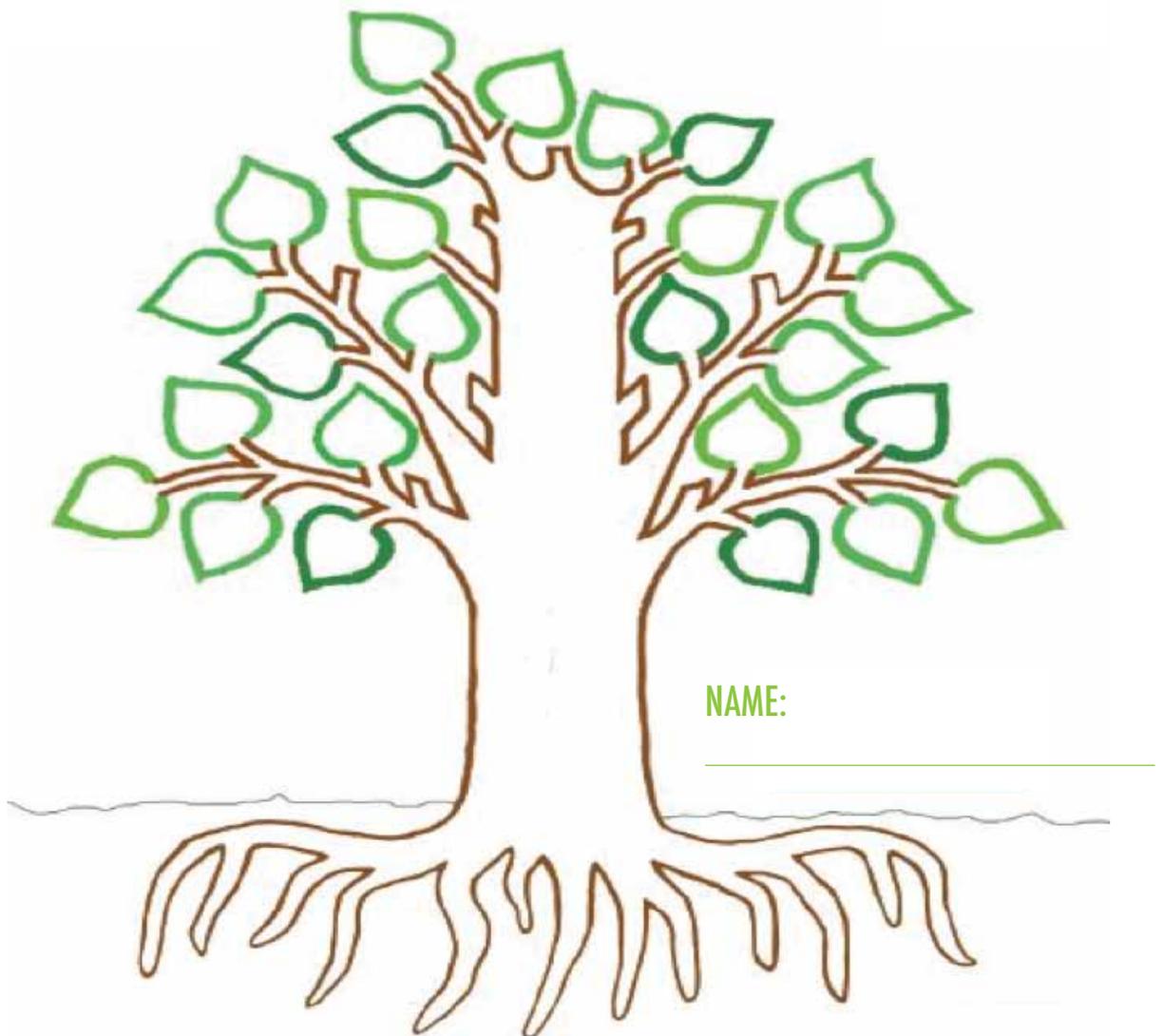
Contents	<p>Discuss as a group that we can learn about our own goals but we can also learn from the goals of others.</p> <p>In the following week’s session, at check in time, each participant indicates what she has learned during the week that will help with her goal (college course in the local school, a group that are actively looking for volunteers, job opportunities etc.).</p>
Debriefing/Feedback	<p>Check to see if the women are happy to gather information in this fashion. They need to see the benefit to themselves and to the group in this sharing of information.</p>
Materials / equipment required	<p>NEW START Tree Poster</p> <p>Colourful pens and post-it notes</p>
Tips for facilitators	<p>Encourage the women to fill in the skills section from the previous sessions to remind them of the skills they have identified in the previous week. As the weeks progress, the leaves are completed as the women bring in local, useful information. Use a happy and positive tone in discussing areas where the women may struggle - identifying skills/information gathering</p> <p>Invite the women to find information that is useful to the other participants if they have trouble identifying something for their own goal. We introduced a character we called ‘Daphne’ who the women defined themselves and asked them to gather information for Daphne’s goal if they had not set a particular goal for themselves. Reassure the women that it is okay if they do not have something to add. This tree is meant to aid everyone in the group towards achieving a goal and is not meant to be a deterrent to come to class.</p> <p>This exercise is not therapeutic.</p>
Duration / time of preparation and realization	<p>20 ‘ preparation</p> <p>40’-50’ development</p> <p>20 ‘debriefing / feedback</p>
Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	<p>There were mixed feelings about the tree within the group. Some really liked it and some not so much. The idea is that there is a way to see the increase in the information gathered by the group. Also, it was often the start of interesting discussions within the group, where the women themselves lead and provided information based on their own experience.</p>

LIFE COACHING AND MENTORING GUIDE

For female survivors of gender based violence



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MY NEW START PROGRAMME

Method Name: “Personal Action Plan”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool F
Session Name / Tool	Personal Action Plan
Session Description	To set a goal and create a personalised action plan so that the participants can design with the mentor their next professional steps. This session is about taking control of their life and being independent. This tool should be used from mentors or coaches that shall have several sessions with the women.
Goals	Women should come to understand what are SMART goals and how to set one, To learn how to take small steps away from the previous life, set specific goals and identify their strengths
Contents	<ol style="list-style-type: none"> A. The mentor dedicates ten minutes to explain to the woman what is goal setting and stress why it is important that she designs her personal action plan. B. The mentor should be creative and help the woman realise her strengths and weaknesses and work on them. C. Then the woman should be encouraged to talk (without specific order) about her dreams and what she would like to achieve personally and professionally. The mentor should invite her to write on a blank sheet of paper her goals (whatever they are) without influencing her. This, at first, could be whatever e.g. lose weight, dye my hair, go out for a cup of coffee with a friend etc. D. Then the mentor should speak about professional goals and ways to make a living E. The woman should take another ten minutes to write down what jobs she believes she could do and what job she would dream about having. Here the mentor/coach might need to show the importance of enhancing skills development and training. F. Now the woman with the help of the mentor should start breaking these goals to pieces. The mentor should explain why it is important to set a specific timeframe and help the woman doing so. G. In the action plan the results and remarks should remain blank so that women will fill it in while trying to achieve the goal. H. In the last minutes write down specific, measurable, attainable, relevant and timely (SMART) goals. I. The woman should commit herself in following at least one goal.



Method Name: “Personal Action Plan”

Debriefing/Feedback	Evaluate the exercise: Did the participants learn how to set goals?
Materials / equipment required	<ol style="list-style-type: none">1. Worksheet “Personal Action Plan”2. List of SMART GOALS Drawing paper
Tips for facilitators	<ul style="list-style-type: none">👉 Start with very easy goals. Point out that achieving one small goal is the first step to going forward👉 Help the woman on how to break a goal to smaller ones👉 Help her identify her own needs and set her own goals not what you believe is good for her👉 Goals should be as realistic as possible depending on the woman’s needs and strengths. Some women tend to underestimate themselves and others are unaware of objective facts👉 At the end the woman should have an easy personalised action plan and commit to follow it.
Duration / time of preparation and realization	1 hr
Feedback from training	Great and simple tool to help women make their own action plan. This is simple for facilitators to use and very effective

Method Name: “Personalized CV for Empowerment of Women”

Programme	Part 2: Professional Development / Entrepreneurial Skills and Entrepreneurship <i>Matrix Tool G</i>
Session Name / Tool	Personalized CV for Empowerment of Women
Session Description	This tool can be used either as a practical preparation for job interviews or for the empowerment of women who do not have a much work experience and lack information for “standard CVs”.
Goals	To prepare for a job interview, give information about where to find announced job vacancies and to brainstorm on the specifics of working place and the cultural differences.
Contents	<p>A. Discuss with participants about the “standard” CV: it is usually used for interview preparation and tends to include the following elements:</p> <ul style="list-style-type: none"> o Personal Profile o Aim o Education o Work experience o Non-Profit Works / volunteer works o Language Skills o Interests / hobbies o References <p>B. Motivate women by making visible the qualities and skills they already have. Give them a stronger self-esteem but also raise their motivation for further learning or volunteer work.</p> <p>C. Create participants CV or discusses ways to update the personalized CV with new relevant information</p>
Debriefing/Feedback	Evaluate the exercise: how does it help the participant? Was the information new? Are there any new ideas? Do participant have more self-esteem in front of the next interview?
Materials / equipment required	<ol style="list-style-type: none"> 1. Coach at the stakeholder organisation 2. Venue for the meetings 3. Facilities for children of participants



Method Name: “Personalized CV for empowerment of women”

Tips for facilitators	<p>👉 The profile of the coach is the following:</p> <ul style="list-style-type: none">• Client-oriented and socially sensitive• Very good communication skills• Experience of work with the target group• Basic knowledge on the labour market system of the host country• Basic knowledge on CV writing• Moral quality- respecting client privacy and protecting personal information <p>👉 This exercise can be combined with regular activities of the stakeholder.</p>
Duration / time of preparation and realization	1 hr
Feedback from training	This tool helps women to write down their personal history and to realise that they have much more to be proud of than they thought. They feel very satisfied when they have their CV ready and printed. (In some cases the gathering of the information for the CV can be done while other sessions are taking place)

Method Name: “Cover Letter and CV”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool H
Session Name / Tool	Cover letter and CV
Methodology used	Lecture
Session Description	This tool relates to the preparation of a CV and a covering letter underlining general competences and specific skills related to the field best suited to the participant’s goals. The method was used for a group of women who were victims of domestic violence whose goal was to apply for a job.
Goals	This exercise results in the creation of Europass CV, now considered the most widely used tool for job search. The general objective of the session is the reflection on one’s studies, training and education as well as professional experience to be clearly and fully transferred into the document. Each CV must be accompanied by a cover letter that is not only a summary of one’s profile but, above all, a succinct but effective description of one’s own expectations and professional goals.
Contents	<ol style="list-style-type: none"> 1. Topic – Instructions for the preparation of CV and presentation of some examples The specific objective will be the reconstruction of the basic elements of the Europass CV format: sections and instructions for completion; providing examples. 2. Topic –Preparation of the cover letter and administration of effective examples. The specific objective refers to the basic elements of the cover letter, including: - <ul style="list-style-type: none"> - Heading;- Opening and closing statements;- Description of the reasons and motivations that are at the basis of the application; - Grammar and syntax check and revision of the text.
Debriefing/Feedback	Evaluate the exercise: how does it help the participant? Was the information new? Are there any new ideas? Do participant have more knowledge and skills in elaborating a Europass CV or cover letter? Do participant have more self-esteem for their next interview?



Method Name: “Cover Letter and CV”

Materials / equipment required	<ul style="list-style-type: none">- The new Europass CV- Cover letter examples- Flipchart/White- PC/video projector/internet connection
Tips for Facilitators	<ul style="list-style-type: none">👉 Try to give as much practical advice as possible during the session.👉 This is good for an introduction, many of the women require more time to complete these stages and some partners split the CV from the cover letter.
Duration/time of preparation and realisation	Instructions for the elaboration of CV and presentation of some examples : 30 ' Preparation of cover letter and administration of effective examples : 30 ' Session feedback: 30 '
Feedback from Training	Useful tool for the participants. The women feel more confident to send out their CVs and cover letters after this. Many of them had never had a CV before and it provided them with a large boost to their self-confidence when they see their own CV.

Method Name: “Electronic CV”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool I
Session Name / Tool	Electronic CV.
Methodology used	Audio-video filming.
Session Description	The tool is an evolution of the normal curriculum vitae using audio and video as a means for a job application. This use of modern technology is an innovative and more effective way to apply for jobs.
Goals	The tool allows you to: <ul style="list-style-type: none"> • Give a look to each individual personality and focus on the most important points to emphasise to an employer; • Enhance the effects of application process by making it faster, direct, clear and concise; • Represent themselves in a creative and personal way, emphasising the required characteristics in terms of experience, qualifications, and expectations.
Contents	<ul style="list-style-type: none"> - Description of the history of video curriculum (where it started, how it evolved and data use and dissemination); - Show examples of video curriculum; - Production techniques and key elements (how and where to register, how to dress, what to avoid); - Preparing presentation texts; - Simulations; - Recording.
Debriefing/Feedback	When the electronic CVs are complete the facilitator can discuss with the group what they learned and how different an electronic CV is to the standard written CV.
Materials / equipment required	Audio and video media; technical assembly; suitable location; connection for uploading to YouTube or other sites of “job search.”
Tips for facilitators	Extra time may be needed to ensure that some of the participants are comfortable using technology to allow them to be confident doing their CVs.
Duration / time of preparation and realization	10' Preparation 30'/40' Activity 30'/40' Debriefing

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Method Name: "Electronic CV"

Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	This is a fun a helpful tool and means that people can use modern technology to create their electronic CV for uploading to social media.

Method Name: “Role Play – Job Interview”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool J
Session Name / Tool	Role-play: job interview
Session Description	This exercise can be used for a group of women whose goal is to get employment.
Goals	To prepare for a job interview, give information about where to find announced job vacancies and to brainstorm on the specifics of working place and the cultural differences.
Debriefing/Feedback	<p>A. Discuss with participants the following questions:</p> <ul style="list-style-type: none"> - What is important to think about before interview (clothes, to find information about the company, etc.)? - What is the most difficult part during the interview? - What do employers expect at the interviews? - Which question the person can get? - What is important to mention / to highlight? - Which questions the person can ask at the interview? - What is important to know about salary conditions, social security, tasks at work, etc.? - What can be mentioned about own strong sides and weak sides? <p>B. Run a role-play, where one participant is an employer and the other one is an interviewee.</p> <p>C. Ask participant what they liked / disliked at the interview. Discuss what can be improved.</p> <p>D. Let the next pair to run the role-play again and discuss it with participant.</p>
Debriefing/Feedback	Evaluate the exercise: how does it help the participant? Was the information new? Are there any new ideas? Do participant have more self-esteem in front of the next interview?
Materials/equipment required.	<ol style="list-style-type: none"> 3. Coach at the stakeholder organisation 4. One job advertisement. 5. A list of places where the participants can find information about the available vacancies (regional newspapers, web-sites, recruitment agencies, etc.) 6. Venue for the meetings. 7. Facilities for children of participants (if relevant).



Method Name: “Role play – Job Interview”

Tips for Facilitators	<ul style="list-style-type: none">👉 Try to give as much practical advice as possible during the discussions.👉 This exercise can be combined with regular activities of the stakeholder.👉 Keep the creative and good spirit in the group.
Duration/Time of preparation and realisation	Discussion with participants: 1 hour Role play & feedback: 30 ‘
Feedback from Training	Role play interviews can be quite stressful partly because the participants have little idea what to expect and may not have had one before. However, once they do one, they feel more confident to go on to an actual interview and overcome the first obstacles

Method Name: “Career Project”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool K
Session Name / Tool	Career Project – Construction of a personal and professional project
Methodology used	Individual exercises.
Session Description	<p>The first activity will include thinking about planning a theoretical personal and professional project. The second is the scheduling of actions instrumental to the achievement of the project chosen.</p> <p>The training session is divided into three parts. Each part is preparatory to the next part:</p> <p>To identify, define and evaluate a personal and professional project from a shortlist of at least three opportunities;</p> <p>Organising the project chosen;</p> <p>Define an action plan.</p>
Goals	<p>Through the activities the participants will be able to plan their personal and professional project by dividing it into actions included in a plan of development.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> - To develop the theoretical tools for use in choosing, defining and implementing a well-developed personal and professional project; - To develop skills for the technical organization of the project, identifying each step, actions, tasks (preparation, implementation and evaluation); - To transfer the concept of organization, planning and time management with respect to a design objective (determining what to do and put it into a precise timetable for action).
Contents	<p>The trainer will facilitate the participants in the identification of at least three professional and personal projects, through the conduct of follow-up activities that allow you to:</p> <p>Describe each project with respect to:</p> <ul style="list-style-type: none"> - Type of work environment or the sector; - The main tasks related to the position/role that inspired them. - The skills required for the position/role; - The comparison with their abilities/ skills/knowledge in relation to the chosen position/role;



Method Name: “Career Project”

Contents	<ul style="list-style-type: none"> - Any abilities/skills/knowledge to be enhanced and developed, and with what means and instruments. <p>Evaluate individual projects in comparison with the “job”, the performance of the labour market, the demand for certain profiles and the attractiveness of specific production sectors by transferring participants in a process of confrontation with reality that will help identify what is feasible and doable; Organise the actions to be performed; Plan a schedule of single actions.</p>
Debriefing/Feedback	Feedback classroom.
Materials / equipment required	Pens and paper to draw up plans Templates for schedules for implementations
Tips for facilitators	Balance being realistic about the skills for the job specifications and being positive about the existing skills and abilities of the participants.
Duration / time of preparation and realization	10' preparation. 3 h activity. 50' debriefing.

Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	This tool assists in the development of an action plan as far as career planning is concerned. It is a helpful and useful tool

Method Name: “Job Interview Practice”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skill Matrix Tool L
Session Name / Tool	Job Interview Practice
Methodology used	Individual and Group Exercises Self and Peer Assessment
Session Description	<p>This tool will provide the women, victims of gender based violence, with theoretical and practical information about how to perform a good job interview. In order to do this, the first part of this session will be devoted to taking stock of the theoretical aspects of the job interview. It is important for the candidate to be aware of the employer’s requirements, as well as the different types of interview they may face. This first part will include a theoretical component on candidate preparation. This training session will therefore consist of three parts:</p> <ol style="list-style-type: none"> 1. A theoretical component that is split into three parts (1hr30) <ol style="list-style-type: none"> 1.1. Defining the purpose of a job interview: (10 minutes) 1.2. Different types of interviews and tests: (30 minutes) 1.3. Candidate preparation: (50 minutes) 2. Simulation (group work) (1hr) 3. Real-life simulation and feedback (1hr30)
Goals	<p>Specific objective: By the end of the module, the women victims of gender violence will be able to:</p> <ul style="list-style-type: none"> • Determine the employer’s goals and expectations • Obtain information about the employer and the job they are offering • Deal with different types of interview • Present all the necessary documents at an interview • Be well presented for the job interview • Provide clear and precise answers to the questions asked • Establish a list of their qualities and faults with regard to the job they are after • Provide referees • Follow up after the interview.
Content	<p>The theory taught here is aimed at mentally preparing the candidate for the reality of a job interview. It is about facing up to all the possibilities that might arise before, during and after the job interview. But it is also, and this is the most important part, about equipping them with the necessary tools to give them the best chance when faced with their future employer.</p>



Method Name: “Job Interview Practice”

Content	<p>The second part is a practical element. This part of the course is made up of job interviews in groups. The initial aim is to put the women victims of gender violence at ease with the job interview situation by allowing them to practice.</p> <p>During the course of the exercise (40 minutes) all the participants will be asked to assess their peers, to examine their own strengths and weaknesses, as well as those of the others.</p> <p>The final part will be to put the participants in a real-life situation and assess them. For this exercise, two coaches are called on to administer the exercise to the candidates, for about 5 minutes each. The latter will then receive feedback from the person who interviewed them.</p>
Debriefing/Feedback	<p>Evaluate the exercise: how does it help the participant? Was the information new? Are there any new ideas?</p> <p>Do participants have more knowledge and skills in performing a good job interview?</p> <p>Do participants have more self-esteem to face their next interview?</p>
Materials/equipment used	<p>The coaches will hand out a folder containing all the essential elements of the content of the theoretical session to each participant.</p> <p>The coaches must also have a laptop</p>
Tips for Facilitators	<ul style="list-style-type: none"> 👉 Try to give as much practical advice as possible during the session. 👉 Caution must be exercised in giving feedback. The idea is to make each person more confident to face a challenging situation such as an interview.
Duration/Time of preparation and realisation	<p>1hr30' Theoretical learning</p> <p>1hr30' Practical exercise</p> <p>30' Session evaluation</p>
Feedback from Training	<p>Preparation for a job interview. This tool is useful and practical. It helps women overcome their stress and fear to meet with a potential employer. This is associated with a lot of initial fear and stress but afterwards the women feel a sense of achievement. Recommend that practice is done within the group and then where possible external help can be brought in to give the interviews an extra realistic dimension</p>

Method Name: **Entrepreneurship Introduction-Information Session on Establishing a Group**

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills <i>Matrix Tool M</i>
Session Name / Tool	Entrepreneurship Introduction-Information Session on Establishing a Group
Methodology used	<ul style="list-style-type: none"> - Presentation provided by the facilitator using PowerPoint and Discussion; - Individual and/or practical exercises; - Workshops
Session Description	<p>This tool can be used for a group of women who are thinking of starting their own company.</p> <p>Within this session, the participants will learn issues, associated with setting up a business such as business environment issues (characteristics, components and strategies), in a theoretical environment.</p> <ul style="list-style-type: none"> - The entrepreneurial concepts, skills and abilities of successful entrepreneurs, - Business plan (definition, role, characteristics and its necessity, types and content of a business plan, the resources necessary to carry out a business and - European funds, source of funding for projects which concern the entrepreneurial attitudes.
Goals	<p>To Develop Knowledge;</p> <ul style="list-style-type: none"> - in the main components, characteristics and monitoring strategies of the business environment; - in the main qualities and skills that define a successful entrepreneur; - of the meaning of the term “business plan” and understanding the importance of developing a proper business plan ; - of the main types of resources and the basic manner of achieving the financial resources; of the rules and the main steps of accessing and using of EU funds



Method Name: **Entrepreneurship Introduction- Information Session on Establishing a Group**

<p>Debriefing/Feedback</p>	<p>Evaluate the exercise: how does it help the participant? Did the participants get new ideas? Was the information new? Do participant have more knowledge and skills in the field of the entrepreneurship?</p>
<p>Materials / equipment required</p>	<ul style="list-style-type: none"> - Course support - PowerPoint presentation; - Video projector and laptop; - Flipchart.
<p>Tips for facilitators</p>	<ul style="list-style-type: none"> 👉 Try to give as much practical advice as possible during the session. 👉 The exercise is intended to be an introduction only and should be combined with other professional courses on business plan development, obtaining European funds in the field of entrepreneurship, etc.
<p>Duration/time of preparation and realisation</p>	<p>1hr30- General presentation about the culture of entrepreneurship: definition, concepts and theories. Skills, obstacles and barriers to become entrepreneur. Business environment, the entrepreneur concept, skills and abilities of successful entrepreneurs, business plan, the role of entrepreneurial culture in the economy, how to become an entrepreneur, how to draw up a Business Plan, how to obtain European funds. 2h - Practical exercise - each participant must think and present possible business ideas and discuss the financing methods in order to try to set up a business. 30'Session evaluation</p>
<p>Feedback from Training</p>	<p>It was a little difficult to implement this tool, due to the low level of education of the target group. Relevant information related to : business environment (characteristics, components and strategies), the entrepreneur concept, skills and abilities of successful entrepreneurs, Business plan (definition, role, characteristics and the necessity, types and content of a business plan, the resources necessary to carry out a business and European funds, source of funding for projects which concern the entrepreneurial attitude were provided</p>

Method Name: “Generating Business Ideas”

Programme	Part 2: Professional Development / Entrepreneurial Skills and Employability <i>Matrix Tool N</i>
Session Name / Tool	Generating Business Ideas For entrepreneurial- and micro-enterprises ideas.
Methodology used	Group Exercise
Session Description	This exercise can be used for a group of women to brainstorm entrepreneurial ideas. The participants are guided in how to use their own skills, knowledge and creative ideas, for generating different business options.
Goals	This training is for those who want to answer the core questions: <ul style="list-style-type: none"> • How do I come up with a business idea? • Where do I look for ideas?
Content	<p>Group together to brainstorm for new business ideas Generally 5-6 participants per group Prepare for brainstorming by looking in magazines, bring samples, ideas from previous first session on entrepreneurial skills Ideas are put down on large sheets of paper (Use colour markers) NO JUDGEMENT! - Leave the Judge and Jury at the door</p> <p>A ‘Brainstorm Gathering’ (5-6 people)</p> <ul style="list-style-type: none"> • 15 minutes • Use large sheets of paper with different colour markers <p>Brainstorming Rules</p> <ul style="list-style-type: none"> • One group member is elected to chair their brainstorm • One group member writes down all ideas • One group member is appointed to ensure no ideas are criticised <p>After 15 minutes, encourage participants to create a second list by thinking of other possible ideas of hobbies and fields of interest of the participants that could create opportunities for income generating ideas. First, in your group, establish a list of hobbies and areas of interest that participants have; then brainstorm on the possible business ideas that could derive from those hobbies and areas of interest. As a last stage of the exercise, identify within the group a number of business ideas from the two lists that participants would be interested in considering as possible business ventures.</p>



Method Name: “Generating Business Ideas”

Debriefing/Feedback	<p>To evaluate the exercise: the following questions can be asked</p> <ul style="list-style-type: none">• How does it help the participant?• Was the information new?• Are there any new ideas?• Do participants have more self-esteem and confidence in terms of their individual skills• Was there differences in the ideas from the different groups?
Materials/equipment required	<p>Flip chart and markers Writer’s Notebooks or paper to note ideas Post it notes Pens/Pencils</p>
Tips for Facilitators	<p>For any brainstorming, there is no limitation to what participants come up with and there is no idea that is rejected - all ideas are written on the flip chart.</p>
Duration/Time of preparation and realisation	<p>1 hr</p>
Feedback from Training	<p>It is good to relate this type of entrepreneurial thinking back to everyday lives of the women. Some of the women did not see the relevance to them and were initially reluctant to engage in case their ideas were not considered ‘good’.</p>

Method Name: “The Tree of Life”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills Matrix Tool 0
Session Name / Tool	“The Tree of Life”
Methodology used	Individual exercises Group collaboration
Session Description	To make a list of participant’s desires and her short, medium, or long term projects.
Goals	<ul style="list-style-type: none"> - To list the projects related to the competences previously developed with The Hand of Knowledge activity: each woman has her own competences. - To make participants aware of the projects they have already achieved in the past (the roots of the tree), those which will be developed in the short-term (the tree’s trunk) and those which will be developed as a long-term life project (the tree’s branches and leaves) - To recognize and write down ideas and projects to go further in the development of their own job project
Content	<ul style="list-style-type: none"> • The facilitator asks to participants what a tree evoked for them. He/she can read to them a definition of the tree symbol, such as the proposed below, or other similar texts. If necessary, he/she invites them to say what they have understood and to explain what it evokes to them. “The tree is one of the richest symbolic themes and the more prevalent (...). Symbol of life, constantly changing in ascension to heaven, he evokes the symbolism of verticality (...). Leafy especially evoke a cycle, which rob them and cover each year leaves. (...) It has all the elements: water circulates with its sap, the earth fits into its body through the roots, Air feeds the leaves, the fire bursts from it with friction”. Extract from the “Dictionary of Symbols”, Jean Chevalier, Alain Gheerbrand, Seghers Editions, Paris, 1973, pp 96 -97. • The facilitator invites each participant to list her desires, her short, medium or long term projects. • The facilitator asks everyone to draw a tree starting from the roots and working toward the branches. • When this is finished, encourage the participants to write their plans and wishes on the branches. Thus, the projects become the leaves of the tree. • The facilitator takes over and glues all the posters: each participant is invited to discover who is behind each creation.

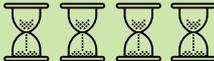


Method Name: “The Tree of Life”

Debriefing/Feedback	<p>When the creators of each poster are revealed, the facilitator calls for exchange and discussion on present projects in the group.</p> <p>This activity can be connected to the “Hand of knowledge” session that focuses on the skills of the participants. The “Tree of life” is focusing on the projects of the participant. Both activities can follow each other in order to put skills and projects together in one package/product.</p>
Materials / equipment required	<ul style="list-style-type: none"> - A cardboard drawing sheet per participant - Adhesive paper
Tips for facilitators	To help, a participant who may be experiencing difficulty, the facilitator can invite her to see different photos or posters as examples .
Duration / time of preparation and realization	<p>10’ preparation</p> <p>45’ activity</p> <p>15’ Feedback</p>

Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	This exercise links well to the personal development exercise “Hand of Knowledge”

Method Name: “Training in Community Interpretation on Health Care”

Programme	Part 2: Professional Development / Entrepreneurial and Employability Skills <i>Matrix Tool P</i>
Session Name / Tool	“Training in Community Interpretation on Health Care”
Methodology used	Group work and individual exercises Scenario (role playing game)
Session Description	Training exercise in community interpreting
Goals	Provide a useful vocabulary glossary on the subject of health care Training in oral interpretation in context
Content	Searching keywords and important concepts on the topic Translation of these words into the mother tongue Scenario: role playing game by three people. For example: the doctor, the patient and the interpreter Peer evaluation by people speaking the same language
Debriefing/Feedback	Classroom feedback. Group Evaluation of the session and perspectives
Materials / equipment required	Material on civic topics such as family planning flyer, nursing homes, health insurance, etc.
Tips for facilitators	In conjunction with this activity, we propose to invite a resource person to talk about the theme treated.
Duration / time of preparation and implementation	60' preparation. 225' activity. 15' debriefing/feedback
Duration / Processing time 1-5	
Level of difficulty for coach / mentor 1-5	
Level of difficulty of group 1-5	
Feedback from training	The training in community interpretation seems to be a good tool to work on entrepreneurial skills. Based on topics, such as: accommodation, health, employment contracts, social services, tax and sorting waste, right of residence, the federal structure of Belgium, we organized role-playing and exercises. Thanks to this activity, the women developed a useful vocabulary glossary and keywords.



Summary of Policy Recommendations

As it was already highlighted in this report, the New Start toolkit can be adapted to address not only women victims of violence but also disadvantaged women facing multiple difficulties. It leaves an open door to explore other possibilities for these tools. This means that the tools developed are generic. So the context of this training must be kept in mind while using the tools. They need to be used by trainers who have received training and have the sensitivity to deliver the training in a way which matches the needs of the women who are recovering from the effects of gender-based violence. Many policy issues arose for the partners during the course of the two years. The policy issues have been reported back through the Daphne III reporting requirements. For the purposes of this guide a brief overview of the policy areas are presented.

A sharp cut-off point in support.

Where each country has initiatives to provide care in a crisis, the effects of the violence can be felt by women for years, or even for decades, afterwards. The effects of experiencing the gender-based violence can cause on-going health and other problems for women. After intervention and some personal development, there appears to be a cliff-face where the support stops. Post-vention care is not provided in all areas and typically the support in such outreach providers stops with personal development. This program has sought to address that by including financial independence. However, policy should look at how this piece can be formally added in to existing services that are provided. There appeared to be a large benefit to women's self-esteem and self-confidence when they are provided with employability and entrepreneurial skills training, especially when this occurs in conjunction with trainers or facilities where trust has been established. With the NEW START training provided, this was an issue also. The training was for a finite duration and it is important to consider, with the women, what they will do at the end of the training so that this cut-off point can be

transformed into a tapering to the mainstream services.

Disclosure.

In encouraging women to move on with their lives, it is important that they take the time to reflect about disclosure of their experience of domestic violence. It is difficult to find information to inform a decision and in each case to disclose or not disclose remains the prerogative of the individual themselves. They should however do a simple cost-benefit analysis to see what the possible consequences of disclosure over non-disclosure would likely be. Where disclosure is revealing of something secret this can have the effect of making women feel that they may have done something wrong and this is not the case. They have been the victims not the instigators of abuse and therefore have done nothing wrong that they should have to cover up or disclose. As a policy recommendation, it would be useful to have proper guidelines around disclosure and what the rights of these women are. In many instances disclosure of gender-based violence means that women experience difficulty finding alternative places to live. Currently, in Ireland, they do not have rights around disclosure under the current Equality Act. They may have rights under the disability section of the Equality Act where they are suffering with depression or stress. In adding courses relating to CV development, women need to be mindful that this may lead to 'indirect disclosure'. In other words, an employer may recognise that the course they have referenced was conducted by a women's support group that combat gender-based violence and this may then lead them to not call that woman for a job, or to not offer her a job.

Men

Men are agents in the cycle of violence. In addition to the work carried out with women victims of domestic violence, it is important to involve men in the process of prevention and to make them more aware of their responsibilities in such situations. The goal is to move away from the bilateral,

subjective relation victim-perpetrator, to make more room for involving men in tackling this society-wide problem. In Belgium for example, men convicted of abuse are made to contribute a given sum of money to shelters for women victims of violence. The notion of accountability takes on full importance here in positing that “you cannot change individuals’ behaviour against their will, and therefore one must consider all individuals as the agents responsible for their own evolution” (Kowal, C., 2002). In Ireland a programme named “Man Up” emphasises the positive and powerful role that men can play in ending domestic violence, in challenging abuse and supporting women and children.

Gender and Equality

There is a gender based discrimination link to migrant women in the labour market which is relevant regarding the latest migration flows Europe has experienced in 2015/2016. A European approach to what the **integration concept** means may provide much benefit. NEW START highlighted that migrant women experience discrimination based on ethnicity and sex. There are structural discriminations that occur in national and local policies which preserve and maintain the illegal work market. Furthermore, European policy needs to fight against the channelling of foreign labour into low skilled, low waged, insecure employment for migrant women all over Europe (real slavery). Migrant women also face discrimination in the labour market more specifically due to their age, like native-born women, difficulties are experienced in terms of flexibility to relocate for employment purposes or to undertake qualifications. The insecure jobs do not pave the way to a residence permit or to fair social allocations.

In Belgium there are several legal and policy instruments which regulate and define the status of migrant women. For example in the New Start Project we often encountered women who get their residence papers by right of their married status which maintains a dependence on their husband. Even if the woman has reached Belgium within the framework of an official procedure of family reunification

with a Belgian husband, we have to be aware about her marital status. In *Le Monde des Possibles*, a lot of migrant women can only access to a temporary 5 year right to stay and must wait until the end of this period and apply to stay, which is not guaranteed. The worst situations occurs when reunified spouses decide to divorce or are married to men of their own country and are victims of marital violence. If they change their family circumstances, they risk being deported. Policy should review the integration in legislation between work permits which are directly linked to the residence permit. A migrant woman who arrives as a labour migrant in Belgium can only get a residence permit with limited specific rights and conditions.

Education

Some partners found that the women had high levels of skills but had difficulty getting these recognised and finding employment commensurate with their level of training. Some women had skills that were not recognised by any formal training certifications but yet they had valuable skills and much to contribute. Policy should consider recognition of prior learning and provision of certification that can be used for current CV material. The “Youthpass” recognises skills that may not otherwise be documented and perhaps, this could be extended to the benefit of others. The lack of recognition of existing qualifications gained outside of the EU is associated with the de-skilling to gain employment which is routinely experienced by female migrants.

It is important where appropriate to use peer education. These women are experts themselves and they can inform and support other women on their own. This approach finds its complementarity with the functions of the trainer in the role of guide / mediator in exchanges and debates. Furthermore, the peer group may allow women to break their isolation, to regain confidence and develop a sense of belonging to a group that supports them and gives them confidence in their talents and skills. Guidelines as to what the training requirements are at the various stages of

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recovery would be a useful addition to the training developed by the NEW START. Training for coaches who deal with gender-based violence tends to be incorporated as part of other social care training and it is often not a degree specialisation in its own right. Also, within the NEW START training, further guidelines as to when to use one-to-one training and where it is appropriate to use group training could be further refined. The best advice received during this training was to rely on the experts' guidance.

Mainstreaming of the training developed. Much work was done as part of the project and many training materials developed. The learning and tools are now available to all that have been trained and will be available on the website for others. The project has not allowed for the mainstreaming of the training beyond the project. Perhaps this is an area for future projects, to identify at the end of the project whether there is merit in mainstreaming the results in the wider European community and what this would require.

Appendices

Appendix A – Suggested Questionnaire

Below is a suggested questionnaire which can be used to profile the person to establish what their needs are. Where initially it was to have been used for all participants, after review, some partners felt that it was too long and off-putting for the women, particularly if it is completed in the first instance before trust has been established. There is cultural variation in the acceptance of filling in forms and also some women may see a form as a threat, for example, if they are undocumented. It is not intended that this form should in any way be a barrier to the training to be provided. The skill, knowledge and judgement of the coach/trainer/mentor need to be applied in each case - in some cases the partners recommended a simplification of the language used, to match the language abilities of the participants who may not be native speakers. For example self-efficacy and self-esteem

may be terms that are not familiar to the women participants of the training. Where this occurs the coach must decide what parts of the form, if any, should be completed and what are the necessary substitutions of wording e.g. 'improving my confidence in myself'. Where the form is not used directly, it can be used to guide coaches as to the types of information that it may be useful for them to gather to allow them to profile the training needs.

PROFILE OF TARGET GROUP

This profile provides coaches/mentors with insight into the career and personal background of the victim as well as her generic & specific needs.

- Contact your female survivor and arrange an interview. Use this exercise as an opportunity to start a trusting relationship with your counselee.
- Explain that there are no right or wrong answers.

PART I

A. PERSONAL INFORMATION

Age			
0-16	16-25	25-60	60+
Nationality:			
Greek	Spanish	Belgian	French
Romanian	Irish	Italian	Other: Please specify
Marital Status			
Married/ Cohabiting		Single	Divorced/ Separated
Other: Please specify			
Children	Yes	No	If yes, number of children
Other Restrictions			
Health	Care of elderly people		Other: Please specify
Phone			
E-mail			

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B. EDUCATION AND TRAINING

Education background

Primary education

Lower secondary education

Upper secondary education

Post-secondary non-tertiary education

First stage of tertiary education

Second stage of tertiary education

Other:

Please specify

Professional Background

WORK EXPERIENCE

	Experience 1	Experience 2	Experience 3
Dates Employed			
Company Name			
Location			
Role/Title			
Tasks performed			
Reason for leaving			

Language skills

	UNDERSTANDING	SPEAKING	WRITING
Mother tongue(s)			
Other language(s)			

Levels: A1/A2: Basic user - B1/B2: Independent user - C1/C2: Proficient user

Driving license

Do you have a driving license? **Yes** **No**

Computer skills

	BASIC LEVEL	INTERMEDIATE LEVEL	ADVANCED LEVEL
Microsoft Office Word			
Microsoft Office Excel			
Internet Explorer			
Other: Please specify			

C. PERSONAL SKILLS

Choose the answer that best describes how you feel about the following statements.

	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
1. I find it easy to introduce myself to other people					
2. I enjoy setting long-term goals					
3. I am easily disappointed					
4. I am modest about what I have achieved					
5. I like taking responsibilities for tasks					
6. I like trying new things					
7 My house is quite tidy					
8.I would like to run my own business					
9. I take decisions based on my feelings					

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	STRONGLY DISAGREE	DISAGREE	UNSURE	AGREE	STRONGLY AGREE
10. It is easy for me to meet deadlines					
11. I appreciate friendship					
12. I like learning new things					
13. It is hard for me to make decisions					
14. I do not trust my feelings					
15. I am organized					
16. I avoid arguments and conflicts					
17. I often get mood swings					
18. I can develop and follow a plan					
19. I would rather work in a team than alone					
20. I often find myself putting other people's needs before my own					

What are your hobbies?

What would you do differently if you were to do it all over again?

How would you describe your ideal job?

Employee

Employer

PART II

GENERIC & SPECIFIC NEEDS

Please tick each item that best matches your area of interest:

COURSE	VERY IMPORTANT	NEUTRAL	NOT AT ALL IMPORTANT
i. Racism and stereotypes			
ii. Human rights			
iii. Overcoming self-criticism and lack of motivation			
iv. Self-esteem and self-awareness			
v. Communication skills and counselling			
vi. Difficulties of communication between foreign citizens and public servants			
vii. Personal goal setting			
viii. Developing healthy relationships			
ix. The concept & characteristics of a team			
x. Access to the labour market			
xi. Self-Employment or Entrepreneurial Activity			
xii. Other: (Please specify)			

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Your Goals

What would you like to achieve in the next few weeks in relation to the benefits you expect to get from the course?

COURSE	VERY IMPORTANT	NEUTRAL	NOT AT ALL IMPORTANT
i. Improve my confidence			
ii. Provide me with psychological support			
iii. Improve my knowledge base			
iv. Allow me to acquire new skills			
v. Help me communicate more effectively			
vi. Help me deal with suppressed feelings			
vii. Help me find friends			
viii. Encourage me to do others courses			
ix. Help my relationship with my children			
x. Help me access the labour market			
xi. Other: (Please specify)			

What are your strengths in achieving your goals? (Write in priority order)

- a _____
- b _____
- c _____

Which weaknesses do you need to improve in order to achieve your goals? (Write in priority order)

- a _____
- b _____
- c _____

What are the difficulties you might face in attending the course?

- a _____
- b _____
- c _____

What kind of support would you expect from your trainer/ counsellor? (Rate in terms of importance)

- a _____
- b _____
- c _____

The above questionnaire provides the basis for agreeing training with the women survivors of gender-based violence.

For the purposes of the NEW START project, we also wish to evaluate the effectiveness of the training provided. The measurement tools for self-esteem, self-efficacy and entrepreneurship self-efficacy and employability are described in section 3 - the Evaluation tools. Copies of the complete questionnaires and their scoring are included in Appendix B.

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Appendix B: Evaluation Questionnaires

Measurement of Self-Efficacy

This scale is based on the Ralf Schwarzer & Matthias Jerusalem Self-Efficacy Scale. The scale was created to assess a general sense of perceived self-efficacy with the aim of predicting the ability to cope with daily hassles as well as adaptation after experiencing all kinds of stressful life events. The scale is unidimensional. In samples from 23 nations,

Cronbach's alpha ranged from .76 to .90, with the majority in the high .80s. Criterion-related validity is documented in numerous correlation studies where positive coefficients were found with favourable emotions, dispositional optimism, and work satisfaction. Negative coefficients were found with depression, anxiety, stress, burnout, and health complaints.

SELF-EFFICACY SCALE	Not at all true	Hardly true	Moderately true	Exactly true
1 I can always manage to solve difficult problems if I try hard enough				
2 If someone opposes me, I can find the means and ways to get what I want.				
3 It is easy for me to stick to my aims and accomplish my goals				
4 I am confident that I could deal efficiently with unexpected events.				
5 Thanks to my resourcefulness, I know how to handle unforeseen situations.				
6 I can solve most problems if I invest the necessary effort.				
7 I can remain calm when facing difficulties because I can rely on my coping abilities.				
8 When I am confronted with a problem, I can usually find several solutions.				
9 If I am in trouble, I can usually think of a solution.				
10 I can usually handle whatever comes my way.				

How to use the scale: In the table above, tick the box which best describes the extent to which you agree or disagree with each statement

HOW TO USE THE SCALE (NOTE FOR THE EVALUATOR)

Rating Scale: 1 = Not at all true 2 = Hardly true 3 = Moderately true 4 = Exactly true
Add up all responses to a total sum score. The range is from 10 to 40 points.

Measuring Self-Esteem

The Rosenberg self-esteem scale (RSES), developed by sociologist Dr. Morris Rosenberg was used in the NEW START project to measure the change in self-esteem of the women receiving the NEW START training. This is a tool to measure self-esteem which is widely used in social-science research. It uses a ten-item Likert-type scale with items answered on a four-point scale – from strongly agree to strongly disagree. Five of the items have positively worded

statements and five have negatively worded ones. The scale measures states of self-esteem by asking the respondents to reflect on their current feelings. The Rosenberg self-esteem scale is considered a reliable and valid quantitative tool for self-esteem assessment. The RSES has been translated and adapted to various languages, such as French, Italian, German, Portuguese, and Spanish. The scale is extensively used in cross-cultural studies in up to 53 different nations.

SELF-ESTEEM SCALE	Strongly agree	Agree	Disagree	Strongly disagree
1 I feel that I am a person of worth, at least on an equal plane with others.				
2 I feel that I have a number of good qualities.				
3 All in all, I am inclined to feel that I am a failure.				
4 I am able to do things as well as most other people.				
5 I feel I do not have much to be proud of.				
6 I take a positive attitude toward myself.				
7 On the whole, I am satisfied with myself.				
8 I wish I could have more respect for myself.				
9 I certainly feel useless at times.				
10 At times I think I am no good at all.				

How to use the scale: The scale consists of ten statements that could possibly apply to you. You must rate each statement by how much you agree with it. The items should be answered quickly, without overthinking them. Your first inclination is what you should put down.

Your score on the Rosenberg self-esteem scale is:

NOTE FOR THE EVALUATOR: Scores are calculated as follows:

For items 1, 2, 4, 6, and 7:

Strongly agree= 3

Agree= 2

Disagree= 1

Strongly disagree= 0

For items 3, 5, 8, 9, and 10 (which are reversed in valence)

Strongly agree= 0

Agree= 1

Disagree= 2

Strongly disagree= 3

Note for the evaluator: The scale ranges from 0-30. Scores between 15 and 25 are within normal range; scores below 15 suggest low self-esteem.

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Measurement of Entrepreneurial Self-Efficacy

Based on Wilson, F., Kickul, J. and Marlino, D. (2007), "Gender, entrepreneurial self-efficacy, and entrepreneurial career intentions: implications for entrepreneurship education" *Entrepreneurship Theory and Practice*, Vol. 31 No. 3, pp. 387-406.

The items on this scale represent competencies related to business/ entrepreneurial success, and were developed based on expert interviews with business leaders (Marlino & Wilson, 2003). The respondents in all samples rated their self-efficacy level on a 5-point Likert scale (1 = a lot worse; 5 = much better).

Internal reliability was .79 (middle/high school), and .82 (MBA). Self-ratings in each area were summed and the overall mean used to create a composite entrepreneurship self-efficacy measure for the analyses. However we believed

it was important to utilize measures that were appropriate to, and could be adequately comprehended by, women survivors of gender based violence. While simplified and reduced, the 6-item measure used in this study broadly relates to the entrepreneurial self-efficacy measures of Chen et al. (1998) and DeNoble et al. (1999) which have been compared and validated by Kickul and D'Intino (2003).

How to use the scale: The scale consists of 6 statements that you could possibly apply to yourself. You must rate each statement on how much you agree with it.

NOTE FOR THE EVALUATOR:

Scores are calculated as follows: rate their self-efficacy level on a 5-point Likert scale (1 = Very Difficult; 5 =Very Easy).

ENTREPRENEURIAL SKILLS SCALE	Very Difficult	Difficult	Neither difficult nor easy	Easy	Very easy
How difficult do you find?					
Being able to solve problems					
Managing money					
Being creative					
Getting people to agree with you					
Being a leader					
Making decisions					
TOTAL SCORE:					

The questionnaires will be distributed and filled in before and after the coaching and mentoring training to compare the scores. A comparison of the before and after scoring will be of assistance in evaluating the effectiveness of the training

provided. Please make sure that questionnaires have all items completed, otherwise the score will not be accurate (the average will not be weighted) and the questionnaire cannot be considered as valid.

Information to be provided to women before distributing the questionnaires:

- Please explain to the women the purpose of the NEW START project (objectives and that it is an initiative funded by the European Commission).
- Remind them that the questionnaires will not bear their names, only a code to preserve their anonymity. This code is necessary to compare the two scores (before and after).
- Inform them that it is essential to fill in all the items, and if they have any queries, provide them with support to complete the form.

- Please make sure that questionnaires have all items completed, otherwise the score will not be accurate (the average will not be weighted) and the questionnaire cannot be considered as valid.

These checks need to be completed both before and after the training with the women. Please ensure that complete pre and post checks are completed by each candidate trained using the NEW START toolkit.

For evaluation of the New Start programme a further questionnaire has been developed to assess the increased capacities of the coaches after taking part in the training the trainer activities.

Gained Coaching Competences Scale

GAINED COACHING COMPETENCES SCALE

When coaching I've noticed that my COACHEES:

- 1 Appreciate the time devoted to their personal self-knowledge
- 2 Are able to forget about their environment to feel free to present their own ideas
- 3 After an interview they are able to assess and change situations and language to change their point of view on the issues addressed
- 4 They have a different view of their own capabilities after the coaching
- 5 They are able to value their time
- 6 They are able to manage their expectations
- 7 They are able to set flexible and attainable goals
- 8 They are able to compromise in order to implement actions and changes to be achieved

0 1 2 3

During my professional activity as COACH

- 9 I'm able to create an environment of respect and trust
- 10 I keep in mind the practice of active listening

0 1 2 3

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Gained Coaching Competences Scale

	0	1	2	3
11 I adapt my language to communicate more effectively with each coachee				
12 I carefully analyse the problem in order to develop solutions				
13 I seek to create awareness and commitment before directing				
14 I provide positive feedback to coachees to foster their empowerment				
15 I encourage the development of new abilities and competences in my coachees				
16 I understand and practice the difference between empathy and sympathy with clients.				
17 I use coaching tools based on efficiency and honesty criteria				
18 I have an open attitude and I try to put aside my own opinions				
19 I am open to continuous learning and I implement tools to facilitate coaching procedures				
20 I appreciate the coaching methodology as valid for my work				
TOTAL SCORE:				

HOW TO USE THE SCALE

SCORE

- 0 Strongly disagree
- 1 Partially disagree
- 2 Partially agree
- 3 Strongly agree

How to assess the score:

- **Less than 20:** it is necessary to revise the professional competences gained
- Scores between **21-30:** The competences gained are adequate
- Scores between **31-50:** optimum performance assessment methodology of coaching in the field of project work.
- Scores between **51-60:** outstanding performance assessment methodology of coaching in the field of project work.

Appendix C– Sample Consent Letter

Consent to participate in the NEW START training programme
As part of the European Daphne Research Project to Empower Women

The purpose of the NEW START training program has been explained to me. I understand that this training is experimental and based on tools proposed by the European project partners to empower women who have experienced the effects of gender-based violence.

I consent to take part in a ten week training programme run by _____. The aim of this training is to test and refine the previously untested NEW START training tools to support increased confidence and employability skills in women.

During the course of the training, a link between forms and individuals will occur so that _____ may intervene with any women who are identified as being in crisis. This link will be removed before any information is shared outside of the project. Any information that I provide or any forms that I complete will not contain anything that can identify me, with the exception of the condition noted above. This form will be securely stored in the _____ and won't be moved without my permission.

I also consent to note-taking during the training to allow reporting of the training to the project partners. My participation is voluntary. I understand that I am free to leave the group at any time.

Please Print Your Name

Date

Please Sign Your Name



Glossary

Life coaching – for the purposes of the NEW START project, life coaching is the term used for the development training provided which is directly intended to assist with development of the person in the areas of self-esteem and self-confidence. Most of the exercises are not intended to be therapeutic except where expressly stated otherwise. Also, in some countries life-coaching has an element of performance or achievement of goals set and reporting back of progress. In the area of GBV care has to be taken that the woman sets her own goals and that the coaching is supportive, non-directive and mindful of the difficulties that may be encountered where self-confidence and self-esteem are low.

Mentoring – for the purposes of the NEW START project, mentoring refers to training provided that particularly relates to employability or entrepreneurship i.e. coaching that has the effect of improving the women's skills that can have a direct impact on her financial empowerment through assisting in finding work or through starting her own business.

Prevention– includes measures and supports to stop gender-based violence from occurring and includes such things as general public awareness and information, safety plans etc.

Intervention – includes supports and measures given to a woman when she requires direct assistance to stop the violence examples include counselling services, provision of shelter, legal aid etc.

Post-vention – includes supports and measures undertaken after the woman who has experienced gender-based violence has stabilised her life and is working on recovering from the negative effects of her experiences due to the violence and abuse.

Popular education: exchange/creation of good awareness-raising practices, which can be used by migrants for improving their level of social and cultural understanding of newcomers and Belgian citizens.

Cross-cultural communication provides an awareness of viewpoints, an openness to understanding others and professional skills development in cross-cultural negotiation.

The collective approach method - goals of this approach to training are to be recognised as a forming a collective 'WE' established by the group of women being trained, to share similar situations in terms of background or feelings and to provide interdependence and solidarity between all members of the group. This method was adopted by the Belgian partners for their training programs.

EIGE - European Institute for Gender Equality

Ethno-stratification - ethno-stratification of the labour market reduces the opportunities for migrant women to have their skills, competencies, talents and rights recognised in the labour market. This means that many highly skilled women end up in jobs which are well below their skill levels. The local regional job offices often propose only subaltern opportunities because unemployed migrant women are non-nationals and their qualifications are not EU recognised (administrative violence)

EU - European Union

GBV - Gender Based Violence is violence that is directed against a person on the basis of gender. It constitutes a breach of the fundamental right to life, liberty, security, dignity, and equality between women and men, non-discrimination and physical and mental integrity. (Council of Europe, 2012)

Coercive Control Model of Gender Based Violence – women are immersed in a violent interactive planned system, characterised by the violent partner adopting a number of strategies to control a victim in all aspects of her life.

FRA – The European Union Agency for Fundamental Rights

GAMS Federation – Group for the abolition of female genital cutting

Re-victimisation – this occurs where legal and institutional bodies further compound the effects of the abuse for the women survivors of gender-based violence. This is also called “Double Violence”.

RECOVERY – Acronym by Lisa Aronson Fontes for women recovering from GBV. It proposes a series of suggestions for women who have left a relationship of this type and want to recover.

Common European Framework of Reference for Languages

- Language skill levels are given per the Common European Framework of Reference for Languages, where A1/A2 refers to basic users, B1/B2 refers to independent users and C1/C2 refers to proficient users.

Youthpass - Youthpass is a European recognition tool for non-formal and informal learning in youth work. <https://www.youthpass.eu/en/youthpass/>

Violence against women (VAW) is any act of gender-based violence that results in, or is likely to result in, physical, sexual or mental harm or suffering to women, including threats of such acts, coercion or arbitrary deprivation of liberty, whether occurring in public or in private life. (UN General Assembly, 1993)

Intimate partner violence (IPV) refers to behaviour by an intimate partner or ex-partner that causes physical, sexual or psychological harm, including physical aggression, sexual coercion, psychological abuse, and controlling behaviours. (WHO 2013)

Sexual violence/sexual assault is any sexual act, attempt to obtain a sexual act, or other act directed against a person’s sexuality using coercion, by any person regardless of their relationship to the victim, in any setting. It includes rape, defined as the physically forced or otherwise coerced penetration of the vulva or anus with a penis, other body part, or object. (WHO, 2012)

Sexual exploitation means any actual or attempted abuse of a position of vulnerability, differential power, or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially, or politically from the sexual exploitation of another. (UN Secretary-General’s Bulletin on protection from sexual exploitation and abuse (PSEA) (ST/SGB/2003/13)

Sexual harassment is unwelcomed sexual advances, requests for sexual favours, and other verbal or physical conduct of a sexual nature. (UN Secretary General, 2008)

Abuser/Abusive Partner – Is a person who engages in a pattern of coercive, exploitative and violent tactics against an intimate partner in order to establish and maintain power, control and dominance over the partner.

Femicide: It is a neologism which refers to the most extreme cases of violence against women, the homicide. There are two distinctive aspects of the crime, namely: it has a gender basis and it begins by transforming from a familiar context or loving relationship and continuously escalates into increasingly a less healthy, less secure and less stable relationship culminating in femicide.

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SPRAR System: A public system for hosting migrants, asylum seekers and refugees, spread across the Italian territories. It is realised by the Ministry of Interior, with the involvement of central institutions, local bodies and associations and non-governmental organizations.

Victim of trafficking: the term refers to all persons (generally women and migrants) recruited, transported and transferred without their consent and with use of force or any other coercive means, to be exploited in different ways, such as prostitution, forced labour, slaves, organ removal and so on (See Victims of Trafficking and Violence Protection Act of 2000).

Vulnerability: A lack, expressed or implied, of barriers of defense and a lack of ability of act and react to all possible situations (economical, cultural, social, educational, physical) from an external context.

Identity constructing: it represents the pathway through which each human being acquires their own identity, at a social, a cultural and an historical level, based on all of the features that make each person unique and different from others (family, peers, organizations, institutions, media, other connections, ideas and value systems). The concept relates to the gender identity in the overall evolutionary process and for migrants, this involves the process of transferring to a place which is different from the own home places.

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