



RE-TREAT

TRAINING MANUAL:

Training Material
for facilitators conducting Trainings
for Criminal Justice &
Victim Support Professionals
working with Women Victims of
Sexual Violence



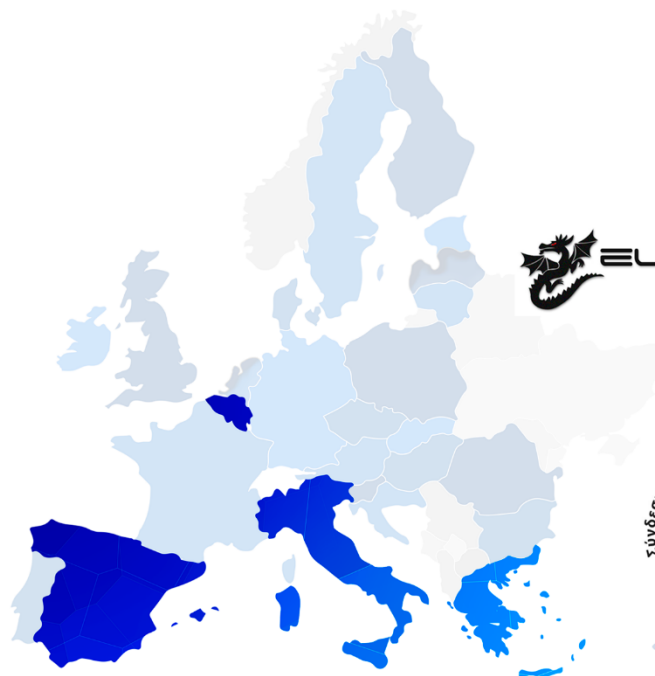
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RE-TREAT – Reshaping treatment approaches towards victims of sexual violence within criminal proceedings

JUST-JACC-AG-2019 – 878566 – RETREAT

WP3 – TRAINING MATERIALS

Union of Women Associations of Heraklion (UWAH)



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Introduction

The RE-TREAT project

The Directive 2012/29/EU enacts the individual assessment for all victims of crime, in all EU Member States (MS). This Directive encompasses victims' personal characteristics and also the nature and special characteristics of the crime; while making particular reference to victims of sexual violence. Secondary victimisation induced by the Criminal Justice Systems is frequent among populations of women sexual abuse victims. Adequately responding to such cases requires that professionals combine a sophisticated understanding of the nuances and complexities of the harm, which includes that they have knowledge of the contexts in which these harms occur. Additionally, professionals need to have the skills to apply this knowledge sensitively and skilfully when supporting and providing adequate service provision to victims.

On account of this, the RE-TREAT Project aims to promote both procedural and organisational changes in the Greek, Italian and Spanish criminal proceedings. Through enhancing the practical implementation of the Directive 2012/29/EU, RE-TREAT endeavours to improve justice systems' responsiveness to the particular needs of women victims of sexual violence. Therefore, "*Practice Standards*¹" for criminal justice professionals were developed to ensure appropriate treatment of women victims of sexual violence during the criminal proceedings. The deriving from the "*Practice Standards*" EU minimum standards and areas requiring improvement and the key findings of other projects (e.g., PROTASIS²) constituted the basis for a kit of Training Material developed in terms of the RE-TREAT Project. This Training Material includes, among others, a Comprehensive Training Manual, namely the Training Manual you are currently reading.

Target groups of this manual

This RE-TREAT training manual is a tool for the trainers/facilitators who will provide learning and training to professionals who work with adult victims of sexual violence. At the same time, the aim of the corresponding Comprehensive Training on the effective treatment practices towards women victims of sexual violence is to strengthen justice processes and achieve better justice

¹ <https://sexualviolencejustice.eu/?p=4488>

² Artinopoulou et al. (2018). *Towards a victim-centered police response: Training Manual*. Available at: <https://protasisproject.eu/protasis-training-manual/>.

outcomes, such as tackling under-reporting and encouraging women victims of sexual violence participation in justice procedures. Consequently, the support provided to women victims of sexual violence would be ameliorated, being more adequate, effective and qualitative.

The target audience of the Comprehensive Training is the professional learners working with women victims of sexual violence, namely the Criminal Justice and Victim Support Professionals. Indicatively, in the group of Criminal Justice Professionals prosecutors, judges, magistrates, police officers, forensic doctors, lawyers, legal practitioners and judicial officers could be involved; whereas in the Victim Support Professional group psychologists, psychiatrists, social workers and victim support service staff could be indicatively involved.

Structure of the manual

Being based on and displaying the “Best practices in support for victims of sexual and gender-based violence³” developed within the RE-TREAT Project, this Training Material is accordingly consistent with the structure of the corresponding “*Practice Standards*”, described below:

- **Module 1.** Guiding principles for professionals working with women victims of sexual violence
- **Module 2.** Methodology and framework of the “*Practice Standards: The Key Elements of Effective Practice (KEEPs)*”
- **Module 3.** KEEPs: Knowledge Orientation
- **Module 4.** KEEPs: Practice Orientation
- **Module 5.** KEEPs: System Orientation

All Modules have the same structure:

- ✓ Content & Learning Objectives of the Module
- ✓ Theoretical Aspects
- ✓ Practical Tools, including exercises and useful tips, that correspond to the relevant Theoretical part.

³ <https://sexualviolencejustice.eu/?p=4538>

General guidelines

RE-TREAT Project's Comprehensive Training Manual provides you, the facilitators who provide training for Criminal Justice and Victim Support professionals, with a range of training tools and options so can select the most suitable for the needs within your trainee group. In this line, you have to decide on choosing the topics accounting for participants' needs and the exercises covering the learning objectives. You should also take into consideration the specific characteristics of certain professions that may interfere to trainings (e.g., dismissal and/or reluctance to engage), and be aware of how the group's composition and dynamics impact on the training process and outcome. So, provided that, feel free to act in an innovative and flexible way, and adjust, alter and modify the contents of this manual, according to professional learners' strengths and deficiencies, as well as to your competencies and personal/ professional style.

Guidance to the facilitator(s)

This section provides you, the facilitator, with practical tips on how to get the best out of the materials presented in this manual. So, in order to be an effective trainer, you should:

- Be **familiar with and have good knowledge** of the material included in the manual/training
- Be **appropriately prepared** to ensure that you are:
 - aware of the whole content and the information provided;
 - able to make these presentations using you own words and way of speaking/ expressing yourself;
 - able to put yourself in the position of the professional learners;
 - prepared for possible questions and obstacles;
 - familiar with the venue and/or the place where the training will be held (e.g., online platform, chairs, material for exercises etc.).
- Have **more than one facilitator in the training**

When more than one facilitator is present, participant engagement and interest is increased. This is because the different personal and professional styles available generally facilitate learning procedure, behaviour modelling and rapport building. At the same time more attention, ideas

and instructions are provided to professional learners, and thus, the likelihood of meeting participants' needs increases. In addition, possible challenging and/or conflicting situations could be abolished more effectively; while workload is shared. Distributing responsibilities is proven to be significantly convenient and useful, particularly when keeping notes, answering questions and coping with administration needs is required; since the one facilitator deals with these issues, and the other conducts the training.

- Keep in mind that **your main roles are:**
 - to enable coherence within the trainee group
 - to maintain the structure of the group
 - to facilitate the creation of a courageous space where all participants feel able to express themselves freely; while also encouraging them to do so.

Introducing participants to the training

Exercises before the actual training

For the purpose of facilitating coherence within the trainee group, you should induct some energising and warm-up exercises, since participants perhaps have not met each other before. You should also take into consideration that many of them may be unfamiliar with experiential exercises and thus, you should be very careful, particularly during the initial phase of the training process.

The following brief pre-training exercises provide example ways of setting the training's atmosphere and assisting professional learners in getting to know each other and acclimatising to the training. Please note that the times given are approximate and will depend on the number of people in and the engagement of the group.

	EXERCISE 1
TITLE	<i>"Meet, introduce and share"</i>
TYPE	Ice-breaker/ Warm-up exercise
DESCRIPTION	Exercise in pairs of 2 persons
AIMS/ LEARNING OBJECTIVES	<ul style="list-style-type: none"> • Facilitation of bonding within the group • Fostering of familiarisation with the process of group training • Encouraging Cooperation • Facilitating Openness
MATERIAL	Music player device

DETAILS	<ul style="list-style-type: none"> Place the chairs in a circle and, if the condition/group composition allows you, put on some relaxing music and ask professional learners to pair up: <i>If you are able, ensure that the pairs do not know each other from before</i> In terms of acquaintance and proximity, you should invite each professional learner to tell the other person his/her: <ul style="list-style-type: none"> - name, - job position, - the agency/organisation they work in, as well as something relevant to his/her: <ul style="list-style-type: none"> - occupation, - clients - victims of sexual violence, - and/or the current training (e.g., his/her expectations). <i>Advise them not to share information that is considered too personally sensitive!</i> Give participants 4 minutes to do so (2 for each person). Then, ask them to return to the circle, where each person should introduce his/her pair and convey to the whole group the information shared.
DURATION	20 minutes
NOTES	<ul style="list-style-type: none"> ✓ Consider: if the training is held online, many video conferencing software allow for the use of breakout rooms. ✓ Be mindful that in some cases the sharing of certain information may be sensitive and make changes where necessary.
ADDITIONAL RESOURCES	<p>Hean, S., Staddon, S., Fenge, L., Clapper, A., Heaslip, V., & Jack, E. (2015). Improving collaborative practice to address offender mental health: Criminal justice and mental health service professionals' attitudes toward interagency training, current training needs, and constraints. <i>Journal of Research in Interprofessional Practice and Education</i>, 5(1).</p>

	EXERCISE 2
TITLE	<i>"Terms used - in terms of sexual violence against women"</i>

TYPE	Energising exercise
DESCRIPTION	Exercise for the whole group
AIMS/LEARNING OBJECTIVES	<ul style="list-style-type: none"> Enhancing reflection regarding the topics that will be addressed at the training
MATERIAL	Blank Cards, Markers, Tape
DETAILS	<p>☒ Invite participants to brainstorm on the most common terms they have heard/know being used when referring to:</p> <ul style="list-style-type: none"> ➤ victims of sexual violence ➤ women victims of sexual violence, and ➤ sexual violence and abuse. <p><i>At this point, don't forget -or even hesitate- to reassure them that there are no right or wrong answers to this question</i></p> <ul style="list-style-type: none"> ➤ Write down all the answers on a card and hang it on the wall. ➤ Engage participants in a brief discussion on the connotation of the terms (negative, positive, neutral) ➤ It would be used in a subsequent exercise.
DURATION	20 minutes
NOTES	In case the training is held on-line, the answers could be written to a Word file or shared through the Chat.
ADDITIONAL RESOURCES	Phipps, A., Ringrose, J., Renold, E., & Jackson, C. (2018). Rape culture, lad culture and everyday sexism: Researching, conceptualizing and politicizing new mediations of gender and sexual violence. <i>Journal of Gender Studies</i> , 27(1), 1-8.

Module 1: Guiding principles for professionals working with women victims of sexual violence

Content & learning objectives

Module 1 will focus on building the capacity of professionals on the Guiding principles for working with women victims of sexual violence, and more specifically at the following aspects:

- independence
- impartiality
- integrity
- equality
- competence
- diligence
- victim-centred approaches

Facilitators should aim to ensure that through this Module, learners will acquire:

- Knowledge of the basic guiding moral principles and ethics.
- Knowledge of the ethos and framework of values.
- Acquisition of the ability to recognise high professional and ethical standards.
- Understanding and acknowledgment of the importance of implementing professional and ethical standards, including their benefits to women victims of sexual violence and their negative impact when they are not being applied.
- Understanding of professionals' particular role in implementing professional and ethical standards.
- Commitment to and acquisition of the capacity to embrace high professional and ethical standards.
- Knowledge and familiarisation with victim-centred approaches, their philosophy, benefits and ways of implementation.

Theoretical aspects

To cover the theoretical aspects of the training regarding the Guiding principles for professionals working with women victims of sexual violence, please refer to the *“Practice Standards: A Guide*

for Justice Professionals working with Women Victims of Sexual Violence” document⁴, Chapter “Guiding principles” (p. 6).

Practical tools

	EXERCISE 1	EXERCISE 2
TITLE	<i>“Thinking of Guiding Principles”</i>	<i>“Guidance towards Guiding Principles”</i>
TYPE	Reflective Exercise	Reflective – Motivational Exercise
DESCRIPTION	Exercise in small groups (3-4 persons)	Exercise in small groups (3-4 persons)
AIMS/ LEARNING OBJECTIVES	<ul style="list-style-type: none"> ☒ Knowledge of the basic moral guiding principles and ethics. ☒ Understanding and acknowledgment of the importance of implementing professional and ethical standards, including their benefits to women victims of sexual violence and their negative impact when not applied. 	<ul style="list-style-type: none"> ✓ Commitment to and acquisition of the capacity to embrace high professional and ethical standards.
MATERIAL	Papers, Pens, Tape	Papers, Pens, Tape
DETAILS	<ul style="list-style-type: none"> • Give participants 5 minutes to silently self-reflect –based on their knowledge and experience- on the basic principles that guide their profession at the present. • Divide them in small groups. • Invite them to discuss the outcomes of their self-reflection and ask them to write down the main guiding principles 	<p>Having intensively addressed both the theoretical and experimental beliefs and attitudes towards the Guiding Principles, it is about time to focus on the role of the gender and the sexual violence, by inviting professional learners to reflect and discuss:</p> <ul style="list-style-type: none"> • Whether and how these

⁴ <https://sexualviolencejustice.eu/?p=4488>

according to their opinion. Give them 10 minutes to do so.

- Invite all sub-groups to the bigger group and ask them to present what they have written.
- Stick all papers to the wall or put them in the middle of the circle.
- Give participants 20 minutes (depending on the size of the group) to reflect and discuss the:

- I. Similarities and differences between different groups.

Urge them to think of possible explanations for the identified similarities and differences (e.g., the role of their gender, their profession etc.)

- II. Benefits of these principles upon women victims of sexual violence; professionals; relevant services; Criminal Justice System (CJS), and society in general

- After this discussion, you can make a comprehensive presentation regarding the Basic principles and the appropriate approaches for professionals working in the field, based on the referral at the Theoretical Part
- Give professional learners another 10 minutes to discuss the principles they mentioned and those presented in the presentation (e.g., which they find as significant or not, and why etc).

principles “differentiate” when working with women victims of sexual violence compared to working with other victims (*e.g., male victims or victims of other types of violence*)?

- How the aforementioned differences affect them while working with this population? *E.g., Do they complicate, disturb or even toughen their work?*
- After discussing that, invite them to brainstorm and assess which of the presented principles are the most challenging to uphold within the context of working with this particular type of victims, and why.
- Despite these challenges, invite them to reflect on the importance of being committed and implementing these principles for clients; engaged professionals; services, and society in general
- Finally, invite them to come up with ideas regarding the enabling factors which would assist them in adopting these principles, as well as the ways of doing so.

DURATION	45 minutes	30 minutes
NOTES	In both exercises, it would be better to divide participants into small groups and subsequently invite them to discuss their inputs (thoughts and accounts written down) with the full group.	
ADDITIONAL RESOURCES	Stella Project. (2007). Stella Project Toolkit: Domestic Abuse and Substance Use. Stella Project. Available at: https://avaproject.org.uk/resources/stellaproject-toolkit-domesticabuse-substance-use-2007/	Koss, M. P., White, J. W., & Lopez, E. C. (2017). Victim voice in re-envisioning responses to sexual and physical violence nationally and internationally. <i>American Psychologist</i> , 72(9), 1019.

Module 2. KEEPs: Knowledge orientation

Content & learning objectives

Module 2 will focus on building the capacity of professionals on the following knowledge orientation elements:

- **Understanding the phenomenon of Sexual Violence**
 - Types of sexual violence victimisation
 - Characteristics of sexual violence
- **Understanding the contexts of Sexual Violence**
 - 2.2.1 Legal and policy contexts
 - 2.2.2 Social contexts
 - 2.2.3 The internet
 - 2.2.4 Global crises (COVID-19 pandemic, Migrant crisis, Global financial downturn)

Regarding knowledge orientation, through this module, professional learners will be able to understand, familiarise and ethically reflect upon:

- The International, European and National Legal Frameworks for victims of sexual violence;
- The phenomenon of sexual and gender-based violence (*its types, prevalence, main characteristics, consequences, disclosure, role of gender and social aspects*);
- The needs and interests of women victims of sexual violence;
- The contexts (e.g., social, legal, global crises etc.) and ways in which sexual violence is manifested in both real life and online environments;
- The importance of effective implementation of criminal justice system proceedings, and victim participation in these processes (Restorative Justice);
- Main aspects of secondary victimisation by the Criminal Justice System;
- The impact and significance of justice professionals' role in all processes referring to women victims of sexual violence.

Theoretical aspects

To cover the theoretical aspects of the training regarding the “KEEP’s Knowledge Orientation”, please refer the “Practice Standards: A Guide for Justice Professionals working with Women Victims of Sexual Violence” document⁵, Chapter “Cluster 1: Knowledge Orientation” (p. 10).

Practical tools

Language use and the Secondary Victimization of Women Victims of Sexual Violence

First of all, in terms of adequate treatment, service provision and multi-agency cooperation, is needed for engaged professionals to familiarise themselves with the terminology used for describing and referring to the phenomenon of sexual violence, its actors and the proceedings related to such crimes. Secondly, they should acknowledge the power and impact of language, and how language interferes with secondary victimisation, by influencing professional attitudes and -by extension- corresponding processes.

	EXERCISE 1
TITLE	“Sexual Violence Terminology Collage”
TYPE	Reflective Exercise – Clarifying Objectives
DESCRIPTION	Exercise in small groups (3-4 persons)
AIMS/ LEARNING OBJECTIVES	<ul style="list-style-type: none"> ✓ Understanding of the characteristics of secondary victimisation by the Criminal Justice System ✓ Understanding of the significance of justice professionals’ role in all processes referring to women victims of sexual violence
MATERIAL	Pens, Cards (cut from the beginning at so many pieces that put together would be like a collage, e.g., 12 pieces), Tape
DETAILS	<p><u>Part 1:</u></p> <p>a. Divide professional learners in small groups and invite them, within 8-10 minutes, to delve deeper the terminology emerged from Exercise Nº2 “Terms used - in terms of sexual violence against women” at the</p>

⁵ <https://sexualviolencejustice.eu/?p=4488>

section of “*Exercises before the actual training*”, writing down:

- the thoughts and feelings these terms induce to them (e.g., when they hear their colleagues using them or during the previous exercise);
- their benefits and negative consequences upon all engaged parties (e.g., professionals, victims etc.), laying special emphasis to women victims of sexual violence, and to the context of secondary victimisation.

Part 2:

b. Invite professional learners, within 10 minutes, to **reflect on:**

- the existing **stereotypes** regarding sexual violence and crimes;
- the **correlation** between them and the predominant language in all levels (e.g., in the CJS, victim support services, media, public etc);
- how these stereotypes and terminology can **re-traumatise** women victims of sexual violence in terms of secondary victimisation.

c. Again, all answers will be written down, including professional learners’ **thoughts, experiences, beliefs and opinions** regarding the impact of such stereotypes and terms on victims of sexual violence, and especially on women victims, focusing on the gender-related issues, imbalances and the highly gendered nature of sexual violence.

Part 3:

d. Invite participants to the bigger group and ask them to present their notes, categorising them collectively as “positive”, “neutral” or “negative”. Positively-charged words will be put together, so as to shape the form of a collage, entitled “**Sexual Violence Terminology Collage**”. Hang the collage in the room, in order to be visible by the whole group and thus it would be easier to use it –*acting as a prompt*–.

Part 4:

e. In the next phase of the exercise, professional learners would be given 8-10 minutes to discuss the:

- **ways of enabling and fostering adopting** these terms in their daily professional life (e.g., useful hints and tips) and the **effect** such an action would have to themselves, their colleagues, services and women victims of sexual violence;

	<p>➤ ways of dealing with and challenging the negative terms used by their colleagues and/or hierarchically superiors, making them feel uncomfortable.</p> <p>f. In accordance to the previous question regarding the thoughts and feelings induced at the beginning of this exercises, participants will be invited to express their current feelings (at the end of the exercise) and think of possible emotional changes and their origins.</p> <p><u>Part 5:</u></p> <p>g. Either at this point or before Part 4 (it depends on the dynamic of the group), you can provide (e.g., through a PowerPoint presentation) suggestions, like pro-social modelling, along with information about their importance and ways of responding to such behaviours. For instance, by modelling pro-social values; “teaching” through encouragement instead of discouragement; reinforcing pro-social expressions and actions; negatively reinforcing or confronting negative/harmful actions and expressions; discouraging and challenging anti-social comments and behaviours in terms of positiveness (e.g., how to challenge them indirectly by reflecting a story about a third party, or by commenting what they read/heard, or by a victim testimony where the importance of using word x and not word y was important etc.).</p>
DURATION	50 minutes
NOTES	Using visual prompts, such as a collage, is quite important in terms of being ‘active’ in learning. However, professionals from certain fields may be a little dismissive and reluctant to engage. In that case, feel free to alter the exercise according to the composition, needs and dynamics of your group.
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> Gunnarsson, L. (2018). “Excuse me, but are you raping me now?” Discourse and experience in (the grey areas of) sexual violence. <i>NORA-Nordic Journal of Feminist and Gender Research</i>, 26(1), 4-18. Jung, H., Seo, E., Han, E., Henderson, M. D., & Patall, E. A. (2020). Prosocial modelling: A meta-analytic review and synthesis. <i>Psychological bulletin</i>, 146(8), 635.

Unconscious Biases, Stereotypes and Secondary Victimisation of Women Victims of Sexual Violence

In the context of efforts targeting the acknowledgment and, consequently, the disputation of professionals' stereotypes, myths, and invalid attitudes and beliefs regarding sexual violence, relevant testimonies by victims of sexual violence and/or small case studies/scenarios embedding the most prevalent misguided and misleading stereotypes about sexual victimisation and perpetration could be presented. However, to accomplish that, professional learners should understand that these stereotypes are induced by unconscious biases, whose very nature is that they are universal and unconscious. As a result, the initial step for you, as facilitators, would be to assist them in: firstly, exploring the idea of such biases, and afterwards, recognising their existence within themselves (e.g., by dealing in selective attention). Considering the challenges induced by certain professions and the composition and dynamics of the training groups, at this section you will find a variety of relevant exercises, providing you the option to choose the most suitable and appropriate for you and your trainee group.

	EXERCISE 1
TITLE	"Am I biased?"
TYPE	Reflective Exercise – Clarifying Objectives
DESCRIPTION	Exercise for the whole group
AIMS/ LEARNING OBJECTIVES	1. Understanding the influence of selective attention and unconscious biases, as part of creating prejudices and discriminations; which negatively affect professionals' behaviour and role in all processes referring to women victims of sexual violence
MATERIAL	Pens, Cards, Projector or PC
DETAILS	<p><u>Part 1:</u></p> <ul style="list-style-type: none"> ✓ Present the "<i>Selection Attention Test</i>" video, by D. Simons and C. Chabris (available at: https://www.youtube.com/watch?v=vJG698U2Mvo). ✓ Invite professional learners to discuss the factors that led them to notice the gorilla, or not. Write down their answers on a card.

	<p><u>Part 2:</u></p> <ul style="list-style-type: none"> ✓ Present the video “How to outsmart your own unconscious bias” by Valerie Alexander (available at: https://www.youtube.com/watch?v=GP-cqFLS8Q4) ✓ Invite professional learners to discuss unconscious biases: their function; manifestation, and impact both on their everyday and professional life. ✓ Then, focus on possible unconscious biases related to sexual violence: <ul style="list-style-type: none"> ➤ which could be some of them (<i>ensure that you will cover all aspects of the topic, namely biases regarding victims, women and sexual violence</i>)? ➤ What are their origins? ➤ How they affect their attitude and treatment to women victims of sexual violence?
DURATION	30 minutes
NOTES	<p>While talking about selective attention and unconscious biases, make sure that you don’t blame professionals. So, highlight attention and biases’ universality and functionality, since it constitutes an instinct protecting us from the unexpected: e.g., “<i>Although fostering discriminations and inequality, this brain activity is the one that keeps us alive</i>”.</p>
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> ➤ Brunovskis, A., & Surtees, R. (2010). Untold stories: biases and selection effects in research with victims of trafficking for sexual exploitation. <i>International Migration</i>, 48(4), 1-37. ➤ Kim, A. M., Tingen, C. M., & Woodruff, T. K. (2010). Sex bias in trials and treatment must end. <i>Nature</i>, 465(7299), 688-689. ➤ Rassin, E., Eerland, A., & Kuijpers, I. (2010). Let's find the evidence: An analogue study of confirmation bias in criminal investigations. <i>Journal of Investigative Psychology and Offender Profiling</i>, 7(3), 231-246.

	EXERCISE 2
TITLE	“True or False? – And Why?”
TYPE	Reflective Exercise – Clarifying Objectives

DESCRIPTION	Exercise for the whole group
AIMS/ LEARNING OBJECTIVES	✓ Understanding the interplay between selective attention and unconscious biases and prejudices and discriminations related to sexual violence
MATERIAL	Projector or PC in case of visually presenting the cases/ scenarios
DETAILS	<ul style="list-style-type: none"> ✓ Present cases/scenarios to professional learners, demonstrating the most prevalent prejudices and stereotypes regarding sexual violence and women victims of sexual violence ✓ Invite professional learners to assess these cases and discuss which factors indicate whether these impeachments are valid or not, and why. ✓ At the end –if necessary- feedback could be provided, according to which all cases were accounted for real cases of sexual violence.
DURATION	15 minutes
NOTES	<ul style="list-style-type: none"> • Professional learners should be urged to account for their opinion and explain the reason behind it; while exchanging opinions –and especially different/conflicting ones- should be encouraged and more than welcomed by you, as facilitators. • The case studies or scenarios used could derive from your professional experience. Some indicative topics and scenarios are referred in ANNEX I. • The cases could be presented orally or as a text (e.g., PowerPoint presentation). However, in terms of immediacy, it would be preferable to videotape a professional testimony about a case perceived as invalid, despite the fact that it was not.

Being a **multi-dimensional phenomenon**, deriving from many factors illustrated by the exercise of power; the social beliefs about gender; the background of perpetrator; the elements of financial situation; the objectification of women and victims (*especially in cases of problematic substance use and/or addiction*), sexual violence should be perceived by all engaged professionals as an extremely complicated issue, which needs special attention and treatment.

In order to embed the **complexity and multi-factor** nature of sexual violence, professional learners should be encouraged to **mutually create the knowledge and understanding** of

the special and specific contexts of sexual violence, through exercises that would foster **self-reflection and empathy**.

	EXERCISE 3
TITLE	"Ideal Sexual Violence and/or Ideal Victim"
TYPE	Reflective Exercise – Clarifying Objectives
DESCRIPTION	Exercise in small groups (3-4 persons)
AIMS/ LEARNING OBJECTIVES	<p><u>Part 1:</u></p> <ul style="list-style-type: none"> ✓ Reflection, understanding, and familiarisation with: <ul style="list-style-type: none"> the phenomenon of sexual and gender-based violence (<i>its types, prevalence, main characteristics, consequences, disclosure of sexual violence, role of gender and social aspects</i>), its contexts (<i>e.g., social, legal, global crises etc.</i>), and the ways in which sexual violence is manifested in both real life and online environments. <p><u>Part 2:</u></p> <p>Using the aforementioned exercise as a prompt, you can then proceed with exploring and processing into professionals' stereotypical beliefs regarding the main aspects of sexual violence, and strive to recognise the existing prejudices (<i>e.g., "ideal victim"</i>), as the first step of their deconstruction.</p>
MATERIAL	Pens, Circular Cards (cut from the beginning at pieces that put together will form collage, <i>e.g., 12 pieces</i>), Tape, Projector or PC
DETAILS	<p><u>Part 1:</u></p> <ul style="list-style-type: none"> ✓ Divide participants in small groups (3-4 persons at each group). <i>If possible, make sure that in each group people with different professional roles are participating</i> ✓ Give them 4 pieces of card writing the following titles: <ul style="list-style-type: none"> types characteristics main contexts (<i>e.g., social context, family, work place, internet, global crises, COVID-19 pandemic, migrant crisis, global financial downturn etc.</i>) new data resulting from social change and alterations of sexual

	<p>violence (e.g., revenge porn, cat calling, stalking etc.)</p> <ul style="list-style-type: none"> ✓ Invite them to brainstorm regarding these topics and make notes of their thoughts, experiences and beliefs. <p><i>Answers could have the form of sentences, statements, small phrases or even drawings</i></p> <ul style="list-style-type: none"> ✓ After 12-15 minutes, invite participants to the bigger circle and ask them to share their answers with the larger group and mutually construct the ideal concept of sexual violence, adding the new inputs to the cards; while all pieces will be put together in order to create the “multi-dimensional cake of sexual violence”. ✓ A nice closing of this part, which could also stand as a “bridge” for the upcoming topics, would be to present the following video with a young girl’s poem regarding women’s route through sexual victimisation: <i>“Teen’s poem about sexual assault is a powerful one”</i>, available at: https://www.youtube.com/watch?v=C6ONugTPF6s <p><u>Part 2:</u></p> <ul style="list-style-type: none"> ✓ Invite participants to discuss the main characteristics of the “ideal victim” of sexual violence and the key elements of the “ideal case” of sexual violence. The material of the previous exercise could be used as a basis or prompt. ✓ Make a presentation of data and information regarding the ideal victims of sexual violence (below, at the “additional resources” you can find some suggestions about this exercise’s material). ✓ Present the following video, where victims talk about their experiences, demonstrating the real aspect of sexual violence and of being a survivor: <i>“Survivors of Sexual Abuse and Assault Reveal an Important Truth”</i>, available at: https://www.youtube.com/watch?v=2p06x-yumc0 ✓ Invite participants to compare and discuss the similarities and differences between their answers to the last two exercises with victims of sexual violence testimonies.
DURATION	50 minutes
NOTES	<p><u>Part 1:</u> At this part you can urge participants to think of and try to identify the aspects of intersectionality that contribute to the phenomenon of sexual violence. For instance, you can ask them to reflect on any other crises that may</p>

	<p>have an influence on women victims of sexual violence, and what this influence could be; or to think of 10 ways in which each of the different contexts and/or crises could increase a woman's vulnerability to sexual violence victimisation.</p> <p><u>Part 2:</u> The presented information could derive from relevant literature and research, as well as from grey literature. It would be nice to gather data from all available resources, such as cases from your country/region that received great publicity, media responses etc.</p>
<p>ADDITIONAL RESOURCES</p>	<p><u>Part 1:</u></p> <ul style="list-style-type: none"> Armstrong, E. A., Gleckman-Krut, M., & Johnson, L. (2018). Silence, power, and inequality: An intersectional approach to sexual violence. <i>Annual Review of Sociology</i>, 44, 99-122. McCauley, H. L., Campbell, R., Buchanan, N. T., & Moylan, C. A. (2019). Advancing theory, methods, and dissemination in sexual violence research to build a more equitable future: An intersectional, community-engaged approach. <i>Violence against women</i>, 25(16), 1906-1931. <p><u>Part 2:</u></p> <ul style="list-style-type: none"> Ricciardelli, R., Spencer, D. C., & Dodge, A. (2021). "Society Wants to See a True Victim": Police Interpretations of Victims of Sexual Violence. <i>Feminist Criminology</i>, 16(2), 216-235. "The Betrayed Girls", available at: https://www.lawyersnjurists.com/article/who-is-the-ideal-rape-victim/ "Who is the Ideal Rape Victim?", available at: https://www.youtube.com/watch?v=rBOisL1nhZw

	<p>EXERCISE 4</p>
<p>TITLE</p>	<p>"Why not disclosing/ reporting?"</p>
<p>TYPE</p>	<p>Reflective Exercise / Empathy</p>
<p>DESCRIPTION</p>	<p>Exercise in small groups (3-4 persons)</p>
<p>AIMS/ LEARNING</p>	<ul style="list-style-type: none"> Understanding the main aspects of secondary victimisation by the Criminal Justice System and acknowledging women victims of sexual violence

OBJECTIVES	needs and interests; aiming –through fostering empathy- at tackling victim blaming and secondary victimisation.
MATERIAL	Pens, Papers, Tape, Projector or PC
DETAILS	<p><u>Part 1:</u></p> <p>Since non-disclosing and under-reporting are of great concern, and caused to some extent by the fear of re-traumatisation, you can invite participants to think (<i>partly based on inputs from exercise 3</i>) about the main reasons women victims might be discouraged/prevented from reporting sexual violence and might be reluctant to involve in the criminal proceedings.</p> <ul style="list-style-type: none"> • Encourage professional learners to answer as if they were the victims themselves and make notes. • After reflecting on this topic within small groups, the discussion should be conveyed to the bigger group. <p><u>Part 2:</u></p> <ul style="list-style-type: none"> • Present videos of victims’ testimonies regarding the reasons, deterrent factors and barriers to not reporting sexual violence. Some indicative videos are quoted below, at the “additional resources” box. <p><u>Part 3:</u></p> <ul style="list-style-type: none"> • Invite participants to reflect on the obstacles mentioned and brainstorm on possible additional barriers, according to their knowledge and experience. Encourage discussion and comparison between the ideas produced in Part 1 and the opinions expressed in Part 2. • Finally, urge them to come up with ideas for tackling under-reporting. These ideas should refer both to themselves and their services.
DURATION	20 minutes
NOTES	<p>If your group is receptive enough and the dynamics permit it, you could invite participants to conduct a role-play demonstrating the surfaced material; playing all the roles involved (e.g., victims, professionals, significant others like friends, family, counsellor, teacher, mentor etc.) and sharing at the end with the group the feelings and thoughts emerged from the re-enactment, comparing and combining at last, all sharing and feedbacks.</p> <p>Otherwise, they can present it orally.</p>



**ADDITIONAL
RESOURCES**

“Asking for it”, available at:

<https://www.youtube.com/watch?v=wGgKK4U7LKE>

“Women tell us why they didn’t report their sexual abuse”, available at:

<https://www.youtube.com/watch?v=rSWwX7lBEGk>

Module 3. KEEPs: Practice orientation

Content & learning objectives

Module 3 will focus on building the capacity of professionals on the following practice orientation elements:

- **Availability and access to services**
 - Individual barriers
 - Interpersonal barriers
 - Organisational barriers
 - Socio-cultural barriers
- **Participation**
 - Receiving and understanding information
 - Participation, agency, empowerment and independence
 - Being understood and being believed
- **Protection**
 - Protection of safety and security
 - Privacy
 - Dignity
- **Redress**
 - Health and well-being
 - Vindication and validation
 - Compensation

Facilitators should aim to ensure that through this Module, learners will acquire the knowledge and practical skills that can be applied in their work, relevant to the:

- **Main barriers** women victims of sexual violence face when involving in the Criminal Justice System in terms of **availability and access** (e.g., individual, interpersonal, organisational and socio-cultural barriers); as well as how these barriers could be **overcome** through commitment and motivation;
- **Importance** of the **participation** of women victims of sexual violence in the Criminal Justice System processes and achievement of Justice (e.g., practical and symbolic benefits such as compensation, empowerment, power gaining, independence, feeling and understood etc.);

- **Necessity** for women victims of sexual violence **to be protected** within the Criminal Justice System and commit to maintaining their **safety, privacy and dignity**;
- **Ways of interacting** with women victims of sexual violence in order to strengthen justice processes, achieve better justice outcomes and support provision;
- **Ways of preventing secondary victimisation** of women victims of sexual violence by the Criminal Justice System; **protecting their rights and implementing Restorative Justice**.

Theoretical aspects

To cover the theoretical aspects of the training regarding the “KEEP’s Practice Orientation”, please refer to the “Practice Standards: A Guide for Justice Professionals working with Women Victims of Sexual Violence” document⁶, Chapter “Cluster 2: Practice Orientation” (p. 13).

Practical tools

	EXERCISE 1
TITLE	“Knowledge and Empathy against Secondary Victimisation”
TYPE	Reflective Exercise / Empathy / Motivation
DESCRIPTION	Exercise in pairs of 2 or in small groups (3-4 persons)
AIMS/ LEARNING OBJECTIVES	This exercise aims to put professional learners in the position of women victims of sexual violence while facing the aforementioned barriers and in this way, enable understanding and empathy; also becoming more aware and sentient regarding the women victims of sexual violence needs and interests, including secondary victimisation.
MATERIAL	Pens, Papers, Tape, Projector or PC
DETAILS	<u>Option 1:</u> <ul style="list-style-type: none"> • At the very start of the training ask for a volunteer to participate in an exercise later in the training.

⁶ <https://sexualviolencejustice.eu/?p=4488>

- Do not inform them in advance what it is; just say it will not be embarrassing or (too) uncomfortable.
- During another exercise in the training ask for some feedback from the group on something – ideally, you get feedback from another participant, and then ask for feedback from your volunteer.
- When they are giving their feedback, you should be very distracted, not paying attention, suddenly saying, *'wait, I just remembered something more important'* and checking your phone, checking your emails and saying *'I am listening, go on'...*
- If the participant starts to seem a little uncomfortable you can explain what you are doing... making the point about being listened to well and highlight that this exercise is the participation that was previously volunteered for

Option 2:

- ✓ Divide participants in pairs of 2, forming 2 groups: group A and group B.
- ✓ Give group A the instruction to talk to their partner about an issue that concerned them in the past or concerns them in the present (e.g., that it is raining and he/she doesn't have an umbrella)

Keep in mind to clarify to participants that the information which they will share should not be too personal, hard or painful

- ✓ Then -without being heard by group A- give group B the instruction to act like being occupied and unavailable to the disclosure of their partner from group A (*e.g., by avoiding eye contact, looking elsewhere, turning his/her back to the speaker, leave the place etc.*).
- ✓ This part of the exercise lasts approximately 3-4 minutes, after which professional learners change roles.
- The same condition is applied with all the previously mentioned barriers and needs, namely:
 - **Non-participation:** where the one person does not let their partner to participate in a conversation or an activity set by the facilitator
 - **Dependence:** the one partner acts like hamstringing the independency of the other
 - **Being understood and being believed:** while the one shares a real story of his/her life, the other one disputes and gainsays it

- **Protection:** the one partner threatens verbally the protection of the other
 - **Safety and security:** the one partner threatens verbally the safety and security of the other
 - **Privacy:** the one partner encroaches verbally the privacy of the other
 - **Dignity:** the one partner encroaches and insults verbally the dignity of the other
 - **Redress:** the one partner insults verbally, disputes and rejects the need for redress and the reasons behind it of the other.
- ✓ Having all participants gone through all the conditions related to the barriers of women victims of sexual violence, invite them to return to the circle and share with the other members of the group **how did they feel and what they were thinking** during both of the parts of the exercise (*namely being the victim and the professional/offender*).
- ✓ Afterwards, invite them to share:
- their **realisations and conclusions** regarding the women victims of sexual violence, and
 - their **knowledge and/or experience** regarding the negative aspects to be avoided.
- ✓ You should also urge them to think, envisage and verbalise the actions they can make towards:
- protecting and maintaining the rights and needs of women victims of sexual violence;
 - reducing these barriers;
 - minimising their impact; keeping at the same time basic principles (such as independence and impartiality) at the heart of their work and interventions; along with the effect such approaches and practices would have on women victims of sexual violence wellbeing.

Reflecting a very specific idea of the things – within their power – that they can do differently when going back to work, participants' inputs are a personal commitment and for that reason, all answers should be written down. Perceived a pledge, you should mutually establish an assessment method. For example, by agreeing on sending them e-mails periodically.

Option 3:

- ✓ You can also split professional learners into small groups and ask them to share how they think these factors are/may be experienced by women victims of sexual violence in a practical way in their services and what could be done concretely (and/or in an 'ideal world') to improve the experiences of women victims of sexual violence in their organisations.

Option 4:

- ✓ Present video(s) of women victims of sexual violence talking about their experiences with the Criminal Justice System, such as these quoted below, at the "additional resources" box.
- ✓ Continue the discussion by delving into secondary victimisation and invite participants to reflect on the obstacles and challenges that women victims of sexual violence face during criminal proceedings and the consequences of these barriers at every level of their lives.
- ✓ In terms of providing a targeted, coherent and expansive training on empathy, professional learners should be divided again in small groups, while each group will undertake to ponder on a specific phase of the criminal process.
- ✓ However, apart from working through these negatively-charged topics, in terms of motivation and empowerment, you should provide professional learners optimism, competency and inspiration for themselves; and also nourish in them feelings of acknowledgement, respect, empathy and admiration for the women victims of sexual violence.
- ✓ To achieve that, you could invite them to reflect on the inner characteristics and resources, abilities and strengths these women should have or develop so as to cope with trauma, disclose the incident, report sexual violence and get involved in the relevant proceedings. Again, each group will address a specific phase of the criminal process (preferably the same phase that had previously undertaken).
- ✓ All notes will then be shared with the whole group, along with professional learners' thoughts and emotions induced by this exercise.
- ✓ At the end, put blank cards/papers next to the ones that include the aspects of secondary victimisation and the barriers to women victims of sexual violence. Professional learners, then, will be encouraged to think about possible ways and actions, willing and capable of doing, towards tackling and preventing secondary

	victimisation.
DURATION	20 minutes
NOTES	-
ADDITIONAL RESOURCES	<p>Secondary Victimization by the Criminal Justice System:</p> <ul style="list-style-type: none"> • “How Sexual Assault Survivors are let down by our Judicial System”, available at: https://www.youtube.com/watch?v=cpfEg-5Hczg • “How the Justice System keeps failing Sexual Assault Survivors”, available at: https://www.youtube.com/watch?v=6lIVfyChWUY • “Transforming the Criminal Justice System: Victim’s experience”, available at: https://www.youtube.com/watch?v=BOrwmgd_l5g

Module 4. KEEPs: System orientation

Content & learning objectives

Module 4 will focus on building the capacity of professionals on the following system orientation elements:

- Service quality and delivery
- Service cooperation and coordination
- Practitioner skill and training

Regarding system orientation, professional learners will be able to understand, familiarise and ethically reflect upon:

- Ways of improving the quality and delivery of services;
- The adoption and implementation of good practices and appropriate approaches for women victims of sexual violence;
- Effective multi-agency cooperation in cases of sexual violence and how could this be achieved;
- The importance and implementation of training regarding the treatment of women victims of sexual violence.

Theoretical aspects

To cover the theoretical aspects of the training regarding the “KEEP’s System Orientation”, please refer to the “*Practice Standards: A Guide for Justice Professionals working with Women Victims of Sexual Violence*” document⁷, Chapter “*Cluster 3: System Orientation*” (p. 18).

Practical tools

The topic of improving the service quality and delivery to women victims of sexual violence could be introduced through a visual presentation focused on evidence-based, victim-centred, trauma-informed and gender-sensitive approaches, highlighting the multiple benefits they could induce,

⁷ <https://sexualviolencejustice.eu/?p=4488>

foremost to women victims of sexual violence, and subsequently to all involved in cases of sexual violence, professionals and services. The presentation could be based on the Chapter “*Cluster 3: System Orientation*” (p. 18) from the “*Practice Standards: A Guide for Justice Professionals working with Women Victims of Sexual Violence*” document⁸.

	EXERCISE 1
TITLE	“Partnership building”
TYPE	Clarifying Objectives
DESCRIPTION	Exercise for the whole group
AIMS/ LEARNING OBJECTIVES	Familiarisation with effective multi-agency cooperation in cases of sexual violence and identification of ways of achieving it.
MATERIAL	Pens, Papers, Tape
DETAILS	<ul style="list-style-type: none"> • Ask participants to assess (individually) the existing co-operation in their services according to the following elements (which should be written both at papers given to professional learners and at a big card stocked on the wall): <ul style="list-style-type: none"> ➤ local strategic multi-agency partnership ➤ integrated commissioning strategy ➤ integrated care pathways ➤ clear protocols and methods for information sharing ➤ screening, risk assessment and safety planning ➤ specialist advice, advocacy and support as part of a comprehensive referral pathway ➤ specific training for professionals on how to respond to sexual violence ✓ Based on their assessment, ask professional learners to rate these policies from the most significant to the less significant; while encouraging them to share with the group the reason behind their grade (e.g., past experiences of having difficulties, good practices etc). ✓ You should write down on the card all ratings, and when all participants finish, select the 4 elements rated as the most significant.

⁸ <https://sexualviolencejustice.eu/?p=4488>

	<ul style="list-style-type: none"> ✓ Then, ask about the actions, policies, ways and methods needed to achieve each goal, as well as the challenges and possible obstacles. ✓ Afterwards, each participant should explain to the group which is/could be his/her professional role and his/her service's contribution within this context. All information should be written down. ✓ Invite professional learners to mutually develop a multi-agency cooperation model based on their job and service description and finally, working as a team, invite them to discuss and find ways –as a partnership- for overcoming the aforementioned challenges. ✓ Finally, ask them to assess the feasibility of the aforementioned ways and actions towards effective collaboration in front of the group, and their motivation, willingness, competency and skills, individually. ✓ Discuss the identified response patterns and the possible similarities and differences (e.g., among assessment and feasibility, lack and capability etc.), and promote self-reflection regarding their personal issues (e.g., willingness etc).
DURATION	40 minutes
NOTES	Either alternatively or additionally to the exercise regarding the effective multi-agency co-operation in cases of sexual violence; a video of a professional working in an organisation perceived as “paradigm of good practice” could be used. The representative should feature the ways of communication, the referral pathways and other crucial aspects of effective cooperation and collaboration with other services, followed in his/her agency.
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> - Day, A. S., & Gill, A. K. (2020). Applying intersectionality to partnerships between women's organizations and the criminal justice system in relation to domestic violence. <i>The British Journal of Criminology</i>, 60(4), 830-850. - National Institute for Health and Care Excellence/ NICE. (2014). Public Health Guideline: Domestic Violence and Abuse: multi-agency working. Available at: https://www.nice.org.uk/guidance/ph50/chapter/1-Recommendations

	EXERCISE 2
TITLE	<i>“Envisaging and striving for a better future”</i>
TYPE	Reflective Exercise/ Clarifying Objectives / Motivation
DESCRIPTION	Exercise in small groups (3-4 persons)
AIMS/ LEARNING OBJECTIVES	<ul style="list-style-type: none"> ✓ Identification of ways of improving services’ quality and delivery ✓ Familiarisation with effective multi-agency cooperation in cases of sexual violence and identify ways of achieving it
MATERIAL	Pens, Papers, Tape, Projector or PC
DETAILS	<ul style="list-style-type: none"> • Before the presentation you can ask participants to brainstorm on the aspects and factors contributing –according to their personal and professional opinion- to the improvement of services’ quality and delivery, including <u>multi-agency cooperation</u> –especially in case you have members of different professions and/or services participating. This could be achieved through a SWOT analysis, identifying the Strengths, Weaknesses, Opportunities and Threats. • Pair them up in small groups of 3-4 persons and give them 10-15 minutes to discuss and write down their answers, regarding the “Suggestions for improvement”: At this point you should provide some guiding, so as the conversation to be more targeted and concrete, ensuring that they will refer to all actions –under their power- which would influence and make changes at <u>personal, inter-agency and systemic level</u> (e.g. <i>state two things you are able and willing to do towards making improvements/statting two things that your service is able and eager to do towards making improvements</i>). • Preferably, you can assign them to use the KEEP framework (available at the <i>“Best Practices document”</i>) to assess their own service and make concrete suggestions for improvements at a) personal, b) inter-agency and c) systemic level. • Give them 10-15 more minutes to discuss their answers with the whole group.

	<ul style="list-style-type: none"> • Participants' answers could be compared with the presentation's material. • Further elaboration and reflection should be encouraged, in order to envisage the ways according to which the recommended practices could be adjusted and implemented in their working reality.
DURATION	50 minutes
NOTES	-
ADDITIONAL RESOURCES	<ul style="list-style-type: none"> • Daly, K. (2017). Sexual violence and victims' justice interests. In <i>Restorative responses to sexual violence</i> (pp. 108-139). Routledge. • White, D., & McMillan, L. (2021). [De]-Centering the Victim: Police Perceptions of Victims of Sexual Violence through a Comparative Lens of Evidence Collection and Processing. <i>Feminist Criminology</i>, 15570851211031991.

Module 5: Methodology and framework of the “Practice Standards: The Key Elements of Effective Practice (KEEPs)”

Contents & learning objectives

Module 5 will focus on building the capacity of professionals on evaluating the practices in their context of work:

- 5a. Evaluation Methodology:
 - Designing the evaluation framework
 - Scoping exercise to identify relevant services, programmes and practices
 - Evaluation of services, programmes and practices - best, good or promising practices
- Evaluation framework

Facilitators should aim to ensure that through this Module, learners will acquire:

- Understanding of the methodology to identify “*Good practices for supporting women victims of sexual violence*”, as used in WP3 of the RE-TREAT Project;
- Knowledge and understanding of the use of the evaluation framework so as to be able to assess their own services and practices and the principles behind this;
- Awareness of the key elements of effective practices (KEEPs) and the three clusters they are distributed to.

Theoretical aspects

To cover the theoretical aspects of the training regarding the Methodology and Framework of the Practice Standards, please refer to the “*Best practices in support for victims of sexual and gender-based violence*” document⁹, Chapter 1 “*Methodology*” (p. 3).

Practical tools

Make a presentation (e.g., PowerPoint Presentation) based on the Chapter 1 “*Methodology*” (p. 3) and the ANNEX I “*Summary of clusters, key elements of effective practice and practice*

⁹ <https://sexualviolencejustice.eu/?p=4538>

examples” (p. 77) of the “*Best practices in support for victims of sexual and gender-based violence*” document¹⁰. You can also encourage professional learners to think of their own or another known organisation with respect to the evaluation framework, assessing the strengths and weaknesses.

¹⁰ <https://sexualviolencejustice.eu/?p=4538>

Concluding remarks

This Training Manual, developed within the context of the RE-TREAT Project, aims at fostering facilitators' –like you- awareness and capacity to efficiently train Criminal Justice and Victim Support professionals working with women victims of sexual violence. In turn, the training demonstrated in this Manual encompasses evidence-based theories and practices related to the effective treatment of women victims of sexual violence, resulting in increasing all involved professionals' knowledge and skills.

Specifically, this Training Manual is a resource for supporting you in facilitating a training on the phenomenon and the contexts of sexual violence. Its 5 modules contain materials that will facilitate you providing information on how to best support women victims of sexual violence including on its types, prevalence, characteristics and consequences; its manifestation in both real and on-line environment, and the impact of social and legal level, and of global crises.

You can also find out more regarding addressing professionals' unconscious biases, stereotypes, myths and prejudices towards women victims of sexual violence.

Furthermore, you will be able to expand and deepen your knowledge and capacity to assist professional learners' in recognising women victims of sexual violence interests and needs, understanding their importance and the necessity for protecting them.

At the same time, you would be enabled to help professionals familiarise and empathise with the main challenges, obstacles and barriers that women victims of sexual violence face when involving in the Criminal Justice System.

Last but not least, by processing the topics of establishing effective multi-agency cooperation, providing adequate training and improving the existing interventions in women victims of sexual violence, relevant knowledge and skills will be enhanced.

All of the aforementioned aspects addressed by this Training Manual promote the provision of qualitative services and effective treatment to women victims of sexual violence, through increasing professionals' awareness and building their capacity. Through this acquired knowledge and skills, reporting of incidents and participation of women victims of sexual violence in justice processes will be encouraged and enhanced.

As a result, the ultimate outcome of the Training activities would be to improve the provided services and support to women victims of sexual violence, in terms of preventing and/or reducing secondary victimisation, especially by the Criminal Justice System.

ANNEX I

Possible scenarios for Module 2 exercise No2: “True or False? – And Why?”

- A young woman, Luisa, 32 years old, went to a police station to report a rape. She named the perpetrator willingly. The police officer explained that they will invite the perpetrator to give a deposition. If evidence is sufficient the case will go to a trial, where the complainant may have to testify. After being given this information Luisa recalled her allegations and decided to not go forward with her claim, which gave the impression that she was lying.
- Maria was a sex worker and had been so for many years. She visited a lawyer seeking legal advice and assistance. Maria disclosed that she had been raped for many years by her procurer, who is also her boyfriend. While crying with sobs, she said that can’t stand this situation anymore and thus, she wants him to be prosecuted. The lawyer suggested that Maria should find a “healthier” job. However, Maria strongly refused, stating that she liked her job because of the high earnings. Maria was clear that her only requests were to escape from the abusive relationship and to see her partner punished for his crimes. Nonetheless, the lawyer could not understand Maria’s refusal to leave her job and, consequently, had many doubts about Maria’s honesty. The lawyer refused to take charge of this case because of her doubts about Maria’s honesty and morality, considering her an unreliable witness. This caused some delays.
- Kate has experienced physical and emotional violence at the hands of her husband and has had support from a counsellor from a Victim Support Service for the past year. The counsellor systematically tries to motivate her to take a divorce but she refuses. Two days ago, Kate disclosed to the counsellor that her husband treats her in a vulgar way, by calling her names, making gestures and touching her genitals, even in front of their children. He does this despite Kate telling him many times that she doesn’t like this behaviour. The psychologist did not take seriously her client’s disclosure and allegations since, based on her previous experience and opinion for her, she thinks that Kate is over-reacting, exaggerating and likes to complain in order to gain people’s attention. As a result, the counsellor didn’t mention the incident to their supervisor.
- Anna reported her sexual assault to the police. A drug test indicated that during the assault she was under the influence of alcohol and drugs. During her statements, although she admitted having used a large amount of alcohol that night, she denied drug use. She had

limited memories of that night, and wasn't able to recall many details. The evidence presented at the court by the police was ambiguous or even conflicting which resulted to the alleged perpetrator not being convicted. Anna felt neglected and unsupported, that her needs and interests were not met, and, most importantly, that she was not believed. According to her opinion, justice was not administered and her claims were not taken into consideration due to her use of alcohol and/or drugs which was considered as an "invitation", or at least a permissive factor, for the assault.

Statements

The following statements could be used to create a questionnaire for the training participants (e.g., Likert Scale), where they can indicate the level of agreement with the statements, before the start of the trainings. Based on the information provided by their responses, the facilitator can design the subsequent trainings. The list of statements is non exhaustive and can be altered or enriched according to the strengths and needs of the group of participants.

- Among specific social groups (e.g., Muslim communities) sexual actions are not perceived as sexual violence due to their religious background and socio-cultural framework.
- Homosexual people rarely become victims of sexual violence by their partners or people with the same sexual orientation.
- Women can easily make themselves cry to get sympathy and be believed. In this way many women can have their false allegations believed.
- Women wearing provocative clothes/ drinking a lot/ talking to strangers etc. are "asking for it".
- When a woman discloses sexual violence after many years, she does so for revenge or some other benefit to herself.
- Calling a woman names or making gestures –without touching her- does not constitute sexual violence.
- If a woman does not fight back, it is a sign of consent.
- Women sometimes say 'no' when they really mean 'yes'.
- Disabled and/or elder persons are not in great risk of sexual violence because they are not sexually desirable.



Reshaping treatment
approaches towards
victims of sexual violence
within criminal proceedings.